

The United States Peace Corps

Estonia Latvia Lithuania



The Legacy

1992-2002



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# Introduction

This report, compiled by Jolita Norkūnaitė, was written in March 2002 as the Peace Corps prepared to close its programs in the countries of Lithuania, Latvia, and Estonia, known as the Baltics Post.

The report is intended for two principal audiences. It is for the Host Governments, so they will know what the Peace Corps accomplished in their countries and how the work was carried out. It is also for future researchers who might want to know the “nuts and bolts” of the Peace Corps program: who served, where they were posted, the demographic profile of Volunteers, names of American and Host Country staff, and more.

We have tried to make the report brief. In doing so we have boiled down 10 fascinating, tumultuous and thrilling years in the Baltics to be left with just the essence. We have provided summary facts and figures that reveal principal accomplishments, and we have woven in some stories of Volunteers to try to capture the flavor of the human experience.

There is an Appendix that contains a series of tables of all of the known facts that were at our disposal about the Volunteers and their sites, and lists of people who were part of this adventure. These lists and tables were drawn from archived information taken from the Volunteers’ own Quarterly Reports as well as files and records kept in Tallinn, Riga, Vilnius, and Washington, DC. We thank everyone who contributed to this report: Volunteers and staff, past and present; Volunteers’ co-workers; and the Country Desk Unit in Washington, DC.

None of this does justice to the story of 555 Peace Corps Volunteers who each took an oath to “well and faithfully discharge my duties in the Peace Corps.” That, they did.

Our pleasure and our pride in being part of the success of the Baltic States in re-establishing their independent democracies are immeasurable. We are grateful to the Governments of Latvia, Lithuania and Estonia for their cooperation and guidance. We are grateful equally to the thousands of local citizens who welcomed Volunteers into their communities and into their homes and made their work here worthwhile.

Coralie Turbitt  
Country Director  
Latvia, Lithuania, Estonia  
2000 – 2002

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Post Closure Events  
Coordinator  
2001–2002

# Executive Summary

The Peace Corps is an American Government agency that provides mid-level professionals, working as Volunteers, to assist countries where local manpower is not sufficient to meet certain of its own needs. In addition to helping to meet manpower shortages, the Peace Corps aims to improve mutual understanding between Americans and the people of the countries in which the Volunteers serve. These goals of technical assistance and mutual understanding were considered equally important to President John F. Kennedy, who established the Peace Corps in 1961, and they remain the guiding principles of the Peace Corps to this day.

Estonia, Latvia and Lithuania were the first of the former Soviet Republics to declare their Independence and were the first of the former Soviet territories to invite the Peace Corps to establish its programs in each country in 1992. As countries in transition from communism and a command economy to democracy and a free market economy, the issues to be addressed by the Peace Corps dealt with rather specific gaps in skills that were essential to the rapid integration of the countries into the Western community of nations.

This skills gap included the acquisition of English as a Foreign Language and in development of management and entrepreneurial skills among private business owners and in non-governmental organizations. When the Peace Corps signed the Country Agreements in February 1992, it was envisioned that Peace Corps assistance would be needed for just the transitional period. In the 10 years since Independence, this skills gap has narrowed considerably, and the three Baltic States have grown beyond the type of assistance the Peace Corps is able to provide, exactly as predicted.

When the last Volunteer departs in August of 2002, 555 Volunteers will have served in Estonia, Latvia and Lithuania since 1992, most serving for two years or more. Over the period of 1992 – 2002, these 555 Volunteers will have taught English to almost 66,211 students, 14,855 adults, helped about 5,919 teachers to improve the quality of their English teaching, and assisted more than 30,726 business people and NGO workers to develop their financial and organizational management skills. Altogether Peace Corps Volunteers served in 186 towns and villages throughout the three countries, with 61% being towns of less than 10,000 residents.

In addition to the achievements mentioned above, Volunteers created a large and lasting body of teaching materials for English and business management purposes. They published manuals, created Resource Centers, introduced Information Technology in every sector of their involvement, taught the art of fundraising, and encouraged leadership in young people and in their co-workers. They contributed to the growth and legitimacy of volunteerism in all three countries, promoted the value of networking among businesses and professionals to expand knowledge and influence, and taught the techniques of project design and management to be used in virtually every aspect of civic and organizational development.

While grants are not a component of the Peace Corps program, Volunteers helped their host agencies attract substantial sums of money from European and American funding agencies. From two American sources alone, a total of \$1,030,640 was raised to support community projects in the three countries. When combined with required local contributions, it comes to \$2,019,586 for projects that benefited almost 236,000 Estonians, Latvians and Lithuanians.

Volunteers have worked closely with local counter-parts and supervisors, and all have gained new professional insights through their intercultural interaction, as well as the short-term

technical training the Peace Corps has provided to all concerned. Each Volunteer had one or more counterparts, such as teaching colleagues, school Directors, local government officers, and fellow staff members of the agencies in which they served. Over the years, several thousand local citizens have worked with Volunteers as colleagues. Friendships have formed and continue long after the Volunteers have returned to their American homes. Skills learned from each other continue to be remembered, perfected, and used as both the Americans and their Baltic counterparts reap the personal and professional benefits of this cooperation.

The Peace Corps had an annual budget of approximately \$1.733 million shared among the three posts. The central administration was based in Riga, but it maintained Program Offices in each country, staffed by Host Country National employees (HCNs). The Peace Corps relied heavily on the professional support of HCNs who selected Volunteer locations and advised Volunteers while serving in their sites. They managed complex training programs and taught local languages to Volunteers. In return, the Peace Corps provided these employees with in-service training at home and abroad. Their management and technical skills were enhanced through international training programs, and they were provided financial support for their continued professional education through their national universities, many earning advanced degrees or acquiring specialized certificates in subjects related to their professional assignment. A core group of 79 national employees worked for the Peace Corps over the 10-year life of the program, helping the Volunteers perform their duties more skillfully. This group of program and administrative national staff constitute a superbly capable work force who will continue to be a valuable resource to their own countries after the Peace Corps has closed its program.

Even though, the Peace Corps will close the programs in the Baltics as of September 30, 2002, the work of Volunteers does not cease with this end. Volunteers brought skills and ideas that contributed to the transition of the three countries and that left a lasting impression on schools and organizations across the Baltics. Finally, an invaluable and enduring impact was made on the lives of Americans, Estonians, Latvians and Lithuanians, as Volunteers carried out the unique goal of the Peace Corps: to create better understanding among the people of the world.

# Chapter I.

## History of Peace Corps in the Baltics

### The Peace Corps Worldwide

When President John F. Kennedy became President of the United States in 1961, he issued a call to service to Americans with these words: "Ask not what your country can do for you; ask what you can do for your country." He manifested this vision by establishing the Peace Corps to promote world peace and friendship. The history of the Peace Corps began then and developed into a story of more than 165,000 Americans who have served as Volunteers in 135 countries. In 2002, as the Peace Corps commemorated its 41st anniversary, there were nearly 7,000 Volunteers serving in 70 countries around the world.

### The Mission of the Peace Corps

The Peace Corps has three goals:

- To help the people of interested countries meet their need for trained men and women.
- To help promote a better understanding of Americans on the part of the peoples served.
- To help promote a better understanding of other peoples on the part of Americans.

The Peace Corps is unique as a development assistance organization in that money is not a component of the assistance. The Peace Corps is the only American government program that engages in the people-to-people exchange of knowledge and skills. The history of the Peace Corps in the Baltics is a history of individual achievement. It is the achievements of individual Peace Corps Volunteers and individual Estonians, Latvians and Lithuanians who have worked together to improve their community, who have gone on to higher education, who have created businesses that employ other people, and contribute to the greater good of their country. It is a history of bridge-building between the people of Estonia, Latvia and Lithuania and the people of the United States. It is a history of mutual learning and growing respect for one another as our understanding increases.

### Establishment of the Peace Corps Program in the Baltics

After Estonia, Latvia and Lithuania regained their independence in 1991, the three countries committed to restoring democracy and taking their rightful place in the international community of nations. While mobilizing their own resources to meet the demanding needs of rapid development, the three governments requested foreign countries' assistance, including the US Government and the Peace Corps. After the initial request was received, a team of five specialists from the United States Peace Corps in Washington, DC came to the Baltics on January 14-February 4, 1992 to clearly define the government's request, identify the specific needs that were to be addressed at the local community level, and assess the potential for the Peace Corps to provide Volunteers to assist communities in meeting their needs.

The team met with senior government officials, leading academics, school directors, members of the new entrepreneurial class and farmers. What they found presented an unusual challenge for the Peace Corps. Long accustomed to working in countries with scant infrastructure development, poor health conditions, high illiteracy rates, and lack of trained manpower at all levels, the situation confronting the Baltic States was in no way similar. The task here was to recover rapidly from the privations of forced isolation from the outside world during the Soviet occupation. The population was well-educated and technologically sophisticated. They needed to transform their economy that was in a state of near-collapse. They needed to develop the human resources to run the new economy and establish the structures of civil society, long absent in the Soviet system.

They needed specific new skills that were lacking in the immediate post-Soviet society, and they needed to do this as rapidly as possible.

It was determined that several human resource development needs existed that were appropriate for the Peace Corps to address. These were in English education, in the development of a small business advisory network to promote rural enterprises, and in environmental protection. In the end, the Peace Corps did not develop an environmental protection program, not being able to find the appropriate local structures to work with. Moreover, with the passing of time, local needs changed and the Peace Corps adjusted its focus to match these changes. Please see the individual country chapters for details on how those changes were made.

After the nature of the Peace Corps program was agreed upon, the official bi-lateral agreements were prepared. The Peace Corps Director, Elaine L. Chao, accompanied US Vice President Dan Quayle to the three countries on February 6-7, 1992 to sign official agreements to provide Peace Corps assistance. The three Baltic States were the first of the former Soviet Republics to invite the Peace Corps' participation in their transition effort.

On March 1, 1992, four American staff members opened an office in Riga. They finalized the project plans, stated the goals and expected outcomes of the programs, and outlined the numbers of Volunteers and types of skills needed. Through a recruitment process in the US, the Peace Corps began to seek qualified Volunteers to meet each country's needs. This included secondary school English teachers (TEFL), teacher trainers, and agribusiness/small enterprise development (SED) advisors. American staff worked closely with the representatives from the relevant Ministries in Estonia, Latvia and Lithuania to identify the towns and agencies where the Peace Corps' help was needed and wanted. The staff also designed the first 12-week Pre-Service Training program, hired host country staff for language training and administrative support, as well as experienced American technical trainers to prepare future Volunteers for their two-year service in the designated countries.

Consequently, in June and July 1992, the first 45 TEFL and 23 SED Peace Corps Trainees arrived and were enrolled in 3-month training programs in Tallinn and Tartu (Estonia), Ogre (Latvia), and Vilnius (Lithuania). They were the first American Peace Corps Volunteers to come into countries of the former Soviet Union.

The following year, in March-April of 1993, despite frequent personnel and structural changes at the uppermost levels of government in the three countries, Memoranda of Understanding between the US Peace Corps and respective Ministries of Estonia, Latvia and Lithuania were signed. The Memoranda clearly indicated the purpose and goals of the English Education, Rural and Small Enterprise Development projects, responsibilities of Peace Corps, Volunteers and host agencies, and policies carried by the Peace Corps and host country.

## Peace Corps Baltics Management Structure

After signing the Country Agreements in February 1992, a single team of staff was sent in March 1992 to get the program started in all three countries. This team, consisting of the Country Director, two Associate Directors for TEFL and SED (through 1996), an Administrative Officer, and a Medical Officer, managed the three-country program from their Riga base. There were no offices in Lithuania or Estonia in that first year.

It had been the intention of the Peace Corps to appoint a Country Director and an American management staff for each country. In fact, the Country Directors were selected for Latvia, Lithuania, and Estonia in 1992. However, the U.S. State Department, which controls the number of "official Americans" posted abroad, had not allocated enough official positions to accommodate a full American complement in Lithuania and Estonia and would not permit the Peace Corps to post the new personnel in Vilnius and Tallinn. Thus, the anomaly of one management unit for three countries came into being and was perpetuated in the Baltic countries for a variety of bureaucratic and budgetary reasons.

In late 1992 and 1993, Host Country Nationals were hired to assist the Associate Directors for the TEFL and SED programs in the three countries. Offices were set up in Tallinn and Vilnius, staffed by two Program Assistants. Additional positions were added in these two countries starting in 1994, including Office Manager, Medical Officer, and Language Coordinator/Resource Center Manager. By 1996 the American Associate Directors for TEFL and SED were withdrawn from the Baltics post and the Program Assistants became Program Managers with primary responsibility for managing the program in their own country. An American Associate Peace Corps Director for Program and Training based in Riga provided supervision to country staff between 1996 – 2001, when that position was eliminated as part of the post closure strategy. At its peak, a total of 32 staff, American and host country, managed the program in the three countries. With 140 - 150 Volunteers in the three countries each year, this amounted to a ratio of approximately one staff to five Volunteers.

Since Host Country staff was central to the support of Volunteers, the Peace Corps consistently invested in their professional development. They attended international training programs in the US and throughout Eastern Europe and Asia where they joined colleagues from other Peace Corps programs, increasing their knowledge of technical issues as well as counseling techniques. In addition, the Peace Corps paid tuition fees for staff to work for advanced degrees at national universities or to earn specialized certificates relevant to their professional duties.

Since there was one Country Director and management unit, the three-country program became known as the Baltics Post. There was one central budget that funded all three countries together, administered from Riga. According to the available records, the Peace Corps in the Baltics has operated on the average annual budget of \$1.733 million. This money was spent locally and included Program Support, consisting of local staff salaries, rents, communications, travel, supplies and other services, and Volunteer Operations, such as Volunteer living, leave and settling-in allowances, pre-service and in-service training, local travel, medical support and other Volunteer-related services. Volunteer operations covered 56% of the total annual budget, while program support totaled 44%. The recruitment and international travel costs of Volunteers, and salary and international travel costs of American staff did not figure in the country budget, but were contained in the central budget administered by the Washington, DC headquarters.

Logistics were handled by the Riga office. The Riga office was entitled to use the diplomatic pouch for official mail and supplies of equipment, books, and medicines for Volunteer support. These items were re-distributed by car to the offices in Vilnius and Tallinn, with cars shuttling weekly among the three countries.

Although the Baltics Post was funded as a single unit, the Volunteers were recruited specifically for Estonia, Latvia, or Lithuania according to each country's request. Pre-Service Training was held simultaneously, but separately, in the three countries, all supported out of the Riga office. New Volunteers usually arrived together in Riga, had a three-day general orientation program, and then dispersed to each country to begin technical training. They came together once a year in an All-Baltics Volunteer Conference, and again at the end of their service for the Close of Service Conference. Administratively it was one post; programmatically it was considered three countries.

#### **Peace Corps/Baltics Staff: Michael Lowrie, Administrative Officer in 1992-1993. The Early Days**

As the Administrative Officer for New Country Entry, my primary responsibility was to establish the administrative infrastructure to support the Volunteers, staff and programs in all three countries. I had about four months to do this instead of the nine months recommended in the Peace Corps' start up manual. My first priority was to secure office space and housing for the staff and facilitate the arrival of the rest of the start-up team. Then I had to locate, hire and train local staff.

An important aspect of the Administrative Officer position was financial management. Functions that were normally handled by the US Embassy at other posts were not done by the Embassy in Riga. They, themselves, were not established enough to provide support to the Peace Corps. Local banks at that time would not accept US checks. That meant traveling to Helsinki once a month or so to get cash. Since the Peace Corps had to pay almost everything in cash, I had to have a large supply on hand at all times.

This was very risky since the office safe ended up being sent to Moscow by mistake and took several months before it made its way to Riga. I slept with the petty cash fund in my apartment, worrying about a break-in at any moment. Working at first in the ruble, then three different local currencies and a mix of hard currencies from Finnish Marks to US Dollars created havoc until I hired a local cashier in Riga to handle such transactions.

The primary challenge was the logistics of working in a country that was itself in transition. Office space and housing, for example, were very difficult to find. When the government would recommend something, they would then find out a week later it was actually owned by someone else, and the Peace Corps staff would start over. There was virtually no private market. Another challenge was the logistics of operating in three countries. Staff had to work with three different sets of local officials and personally distribute living allowances to Volunteers in all three countries, since the banks could not do wire transfers. Finally, communication was a challenge as well. At first there was no phone in the Peace Corps office. That meant having to go to the Post Office and order a call to the US, waiting for an hour and then, of course, the person you needed to speak with was out to lunch!

On the other hand, there were highlights of the program as well: driving through the streets of Tallinn in the US Vice President's motorcade with all the people waving; getting the keys to the office just before the first group of Volunteer arrived and just before panic set in; being able to cash a check at a local bank for the first time, and finally watching the first group of Volunteers take their oath.

## Recruitment and Placement of Volunteers

There are 11 recruiting offices in major cities all over the United States that advertise the opportunities and benefits of Peace Corps service. They screen and select the most qualified applicants for positions overseas. They review the qualifications of the applicants with the requests that have come from the country offices and make the best match possible.

Every year, approximately 100,000 people inquire about Peace Corps service. Of that number, 10,000 apply and are interviewed, and of that number, 7,000 pass from the recruitment office on to Washington, DC. Finally, approximately 3,500 of those are issued invitations to become trainees.

American and Host Country National staff developed Volunteer sites in each country. For TEFL sites, advertisements were placed in the national newspapers explaining Peace Corps services and asking interested schools to contact the Peace Corps if they had need of a Volunteer. Such applications were mailed from schools and other educational institutions directly to the Peace Corps offices in Tallinn, Riga and Vilnius. SED/NGO Program Managers mailed information packets to Regional and Municipal Governments, NGOs, and other organizations.

After the applications were received and reviewed, Program Managers visited tentatively selected sites. On site, they made an assessment of the requesting organization to be sure there was a viable assignment for a Volunteer, interviewed the potential supervisor and co-workers to be sure they were ready to work with a foreign Volunteer, and assessed the available housing and safety conditions of town. Since this was a skills transfer and exchange program, the presence of a friendly, open-minded counter-part to work with a Volunteer was an essential criterion.

The Volunteers were required to stay with a host family for at least one month to deepen their language and cross-cultural skills as well as for social and safety reasons. Foreigners were an oddity in the rural communities where Volunteers were posted, and the host family provided a sense of belonging so that everybody knew that the Volunteer was part of a local family.

Volunteers must be at least 18 years old, but there is no upper age limit serving with the Peace Corps. The youngest Volunteer who served in the Baltics was 21 years old, and the oldest 81. In all, 66% were in their 20s and 15% in their 30s.

Of the 555 Volunteers who served, 99.5% possessed Bachelor's degree, and 25% had graduate degrees. The remaining 0.5%, had gone through a variety of post-secondary technical training as well as had many years of valuable work experience.

The last step of the process was to match Volunteers with the needs of selected sites. After observing the Volunteers during their PST and getting to know their personal and professional characteristics, Program Managers submitted their Volunteer assignment suggestions for the final approval of the Country Director.

## Preparation of Volunteers for Service

The Peace Corps places great emphasis on the training of its Volunteers. Well-trained Volunteers should have sufficient confidence in themselves to be able to cope with problems as they arise. They should be able to devise solutions based on a solid understanding of their role and of the cultural setting in which they work, and they should require little supervision during their two year assignment. Such Volunteers will be successful in attaining all of the goals set by the Peace Corps and the Host Country.

The Peace Corps provided an intensive 10 – 12 week Pre-Service Training program and continued to support Volunteers throughout their service with short-term in-service training designed to strengthen their performance in specific areas, be it language proficiency or technical skill. The principal areas of training were language, technical skill development, cross-culture, and personal health and safety.

Not all of the people who began training finished it. In the Baltics, a total of 602 people entered training, but only 555 successfully completed it and took up their assignments. For one reason or another, personal choice or inability to meet the training criteria, 47 Trainees did not remain.

The key to the success of a Volunteer, professionally and personally, is the ability to communicate in the national language. It not only provides the necessary tools of communication, it provides essential insights into the culture and values of the people who speak it. The Peace Corps prides itself worldwide on its ability to give Volunteers a basic understanding of a language in 10 weeks that allows them to build an acceptable degree of fluency during the first year of service.

## Language and Communication Training

The language-training component provided Trainees with the necessary skills to be able to effectively communicate socially and professionally as Peace Corps Volunteers. The primary teaching methodology employed for language learning was the Competency Based Curriculum approach whereby Trainees were able to develop their language skills, including speaking, listening, reading, some writing and grammar, around experiences parallel to those that they needed for work and life in the Baltics. This was accomplished in an average of 150 formal and outside classroom hours.

The materials used for language learning and teaching during the training were designed and published by the local Peace Corps Language staff. A CD ROM of these materials is available from the US Embassy Public Affairs Office.

The training program was designed so that by the end of PST, all Trainees could be expected to be able to handle successfully a limited number of interactive, task-oriented and social situations and maintain face-to-face conversation in a highly restricted manner and with much linguistic inaccuracy. The speaker, however, could generally make himself understood.

In addition, the language program equipped Trainees with skills for continued language study at their site. By the end of their years of service a number of motivated Volunteers were able to reach the advanced level of language proficiency, when they could converse in the language in a clearly participatory fashion. A total of 118 Volunteers (24% of the 492 PCVs tested) scored at the advanced level and five reached the superior level, which is near native-speaker, in Estonian, Latvian, Lithuanian and Russian.

## Volunteers' Work

When the three countries emerged from Soviet isolation, a great deal had changed in the Western world. There were changes in technology, the development of a global economy, and the creation of huge bodies of social and scientific information all of which were of crucial importance to the people of the Baltics. Moreover, in the 50-year period of occupation, English had become the international language of commerce, science and diplomacy.

While foreign languages, including English, had been taught in the schools throughout the Soviet period, it is notoriously difficult to learn to speak a foreign language with just a few hours each week of grammar instruction. Few people, including the English teachers, could actually speak English. Peace Corps Volunteers, as native speakers of English, could greatly enrich the English language program in the secondary school system. This is what they devoted themselves to, the creation of an active learning environment where students gained confidence in spoken English. As the transition advanced, Volunteers became even more useful. The new economy demanded English-speakers, and many teachers with knowledge of English were attracted away from the school system to more lucrative jobs in the private sector. Volunteers helped fill this expanding gap in language teaching.

Shifting from an authoritarian form of government and a command economy, to an open society with a free market economy, also required the acquisition of new business management skills by ordinary people throughout the society. They needed new management tools, but they also needed to develop new ways to analyze problems and devise new solutions.

During the 10 years of the Peace Corps involvement in Estonia, Latvia and Lithuania, Volunteers have assisted in the fields of English education, small business and non-governmental organization development and entrepreneur training. Since the beginning of the Peace Corps program, 555 Volunteers served in the Baltics: 346 English Education Volunteers, 162 Business and 47 NGO Advisors, each serving for two or more years. Over the period of 1992-2002, these Volunteers taught English to approximately 66,220 students and assisted approximately 21,670 business people and NGO personnel to develop their financial and organizational management skills. Altogether they served in 186 communities throughout Estonia, Latvia and Lithuania, with 61% being towns of less than 10,000 residents.

All Volunteers had a primary assignment where they spent the majority of their time, as well as secondary projects that they developed on their own in conjunction with counterparts.

As their primary assignment, TEFL Volunteers worked in secondary, tertiary and university level schools, teacher training centers, and Ministries. They helped their students and fellow English teachers gain greater confidence in spoken English, debate, writing, and in critical thinking skills. They also prepared their students for the 12<sup>th</sup> Form exam and worked on the National English Exam preparation teams. Volunteers helped acquire new teaching resources for schools, established several fully equipped Language Resource Centers, and taught students, colleagues, and community members alike how to use computer technology.

Moreover, Volunteers introduced new approaches to active language-learning, creating teaching materials that included curricula, course and lesson plans, games, audio/visual aids, and published textbooks. Altogether 164 communities and 272 educational institutions in Estonia, Latvia and Lithuania benefited from Peace Corps TEFL Volunteers assigned directly to them.

Most of the business development Volunteers (SED) worked through regional and local governments and business centers. They advised individuals in the start up of new businesses, helped others improve management and marketing techniques through business seminars and workshops, including how to use Information Technology as a business tool. They taught business-related topics to students, teachers and community members and helped establish Junior Achievement programs throughout the three countries, especially in Lithuania and Estonia.

By 1996, the number of non-governmental organizations was on the rise. In 1997 the Peace Corps began to provide advisers to NGOs to assist with organizational development, management, project development and fund-raising. Using skills similar to the business advisors, Non-Governmental Organization (NGO) Volunteers helped NGOs establish good management practices, create publications, use computer technology, and develop funding strategies. In addition, they taught the elements of project design and management and the techniques and benefits of networking among organizations to share information and enhance their influence. In all, 104 communities and 190 regional and local governments, business centers and NGO organizations in Estonia, Latvia and Lithuania benefited from Peace Corps SED/NGO Volunteers.

As secondary projects, both TEFL and SED Volunteers actively participated in summer camps and longer-term projects. Many of these projects focused on youth leadership development, but they also included educational materials development and teacher training. Other secondary projects included issues of environment, gender in development, health education, HIV/AIDS prevention, and alcohol, tobacco and drug abuse prevention in young people.

For more specific activities and examples look in each country's separate section.

## Volunteer Support: Staff and Resources

The Peace Corps provided continuous support to Volunteers through their two years of service. This included regular visits from Program Managers and other staff to observe their work, discuss matters of adjustment with the Volunteer and co-workers, and to assess their general well-being.

In-service training designed to widen and deepen Volunteers' knowledge was a constant factor in the support system. Such training included special three-day workshops for Volunteers and counterparts in project design and management, regional networking, teacher training, and youth at risk, as well as shorter one-day refresher classes in language, technical studies, cross-culture, or other issues identified by the Volunteers. Volunteers took such training seriously and used these occasions to build their professional capacity.

As far as Volunteer health and safety needs are concerned, the Peace Corps maintained its own full-time medical staff, of qualified North American nurses. They provided Volunteers with health and safety information, consultation and counseling services and medical supplies.

The other part of the support system was material and financial resources. The Peace Corps established Resource Information Centers in Tallinn, Riga and Vilnius accessible to Volunteers, their counterparts and staff. The centers provided books and other publications for Volunteers' work, language and culture studies as well as access to copy machines, VCRs, tape recorders and a place for meetings, seminars or workshops. The books were distributed to regional educational centers throughout the three countries prior to the closure of the program.

To support Volunteer and counterpart-generated community projects, in addition to SPA and EBDP funding sources, the Peace Corps established two other programs: The Peace Corps Partnership Program (PCPP) and the Gifts in Kind (GIK) Program. PCPP did not directly fund projects but served to link Volunteers with interested individuals, groups, foundations and service organizations in the United States private sector that were willing to make financial contributions. Projects

Although Peace Corps Volunteers did not have funds to distribute, they helped local counterparts learn the technique of designing projects and writing grant proposals that have attracted funding to their local community. Over the years, teams of Estonians, Latvians and Lithuanians and their Peace Corps counterparts have succeeded in raising significant amounts of money from American and European sources, from official government funds as well as private foundations. From two US Government grant programs alone, both funded by USAID, a total of \$1,030,640 was raised to support projects. When combined with required local contributions, the funding mobilized from these two funds alone came to \$2,019,586. More than 235,880 Estonians, Latvians and Lithuanians benefited from activities supported by these two US funds: Small Project Assistance (SPA) and European Business Development Project (EBDP).

ranged widely in their scope of objectives and amounts requested as well as sponsors. GIK was created to help Volunteers seek material support that is not available in the country of service from corporations, foundations, individuals and organizations for the Peace Corps' programs and projects around the world. In Estonia, Latvia and Lithuania, the projects ranged from obtaining educational materials, such as books, to sporting equipment, as well as a photocopy machine and laptop computers.

## Cooperating Agencies and Organizations

The US Peace Corps program in the Baltics developed cooperative relationships with many local and international organizations. The Peace Corps English Education and SED/NGO Volunteers established contact for their hosts and successful professional relationships with international agencies such as United States Agency for International Development (USAID), United States Information Service (USIS), International Executive Service Corps (IESC), American Chamber of Commerce, Junior Achievement (JA), Volunteer Overseas Cooperative Assistance (VOCA), SOROS-Open Society Fund, the British Council, European Union PHARE, US-Baltic Foundation, Baltic American Enterprise Fund, Baltic American Partnership Fund, Swede Corps-Swedish International Enterprise Development Corporation and others.

These organizations played an important role in the successful start up and development of the Peace Corps program in the Baltics. All generously provided services ranging from expert training, to educational materials, to technical advice, to substantial grants for complex projects.

The cooperation between EU PHARE and Peace Corps was considered valuable to both programs to give the most immediate support to entrepreneurs. Volunteers working in newly opened Business Centers assisted in setting up and developing beneficiary and staff training as well as local government networks. EU PHARE financed the centers with the assistance of local governments. Peace Corps Volunteers provided guidance and training locally.

There were a few Peace Corps Volunteers who directly worked with Estonian, Latvian and Lithuanian Chambers of Commerce. Other Volunteers worked indirectly helping beneficiaries identify possible business partners in the US. Similarly, PCVs assisted clients in developing business plans, and, with the cooperation of Swede Corps, assisted their clients to develop international contacts for possible business partners or markets in Sweden and other Scandinavian countries.

In later years of the Peace Corps program in the Baltics, the Peace Corps established a referral relationship with Baltic American Enterprise Fund, US-Baltic Foundation, Baltic American Partnership Fund, helping their local clients prepare business plans or project proposals to these funding sources.

A number of other organizations were valuable financial resources for Volunteers and their community-initiated projects. USAID funded the European Business Development Program (EBDP) that supported training, materials development and procurement of supplies and the Small Project Assistance (SPA) that monetarily supported the secondary community-initiated projects to help communities to help themselves. Another agency was SOROS Foundation whose resources were used for a variety of projects, including computer purchases for schools, establishment of Resource Centers, summer camps, health education, debate and other training workshops, student exchanges and material development.

## Returned Volunteers and Third Goal Activities

The third goal of the Peace Corps is to increase the understanding of other peoples on the part of Americans. What Volunteers have done once they return to the U.S. is very important and represents the long-term investment of the Peace Corps. For many Volunteers Peace Corps service motivated them to go to graduate schools for advanced study in variety of fields, either economics, politics, diplomacy, development, education, journalism, law or international relations.

For others the Peace Corps experience has allowed them to proceed with greater international awareness to certain lines of work such as business and economic development in Eastern European countries, the Foreign Service, work with international organizations and agencies that focused on Eastern European development issues, and teaching jobs inside and outside the United States. Many former Volunteers used the same Peace Corps spirit and continued their volunteer work in their own communities.

After their service, Volunteers have continued to share their Baltic knowledge and experience and have promoted its better understanding on the part of other people with whom they have worked or studied. Returned Volunteers have spoken to local churches and universities about economic and social progress of Estonian, Latvian and Lithuanian nations, delivered slide shows or picture presentations to students in high schools, universities and people in local libraries and to Estonian, Latvian and Lithuanian ethnic groups in the United States. Finally, Volunteers shared their knowledge with friends, whether it is their hard-won patience and perseverance, or the gracious Baltic gesture of offering flowers to express appreciation to a teacher, a co-worker or family member.

Returned Volunteers have established a non-profit organization, Friends of the Baltics (FOB) that includes Returned Volunteers and other people interested in the Baltic region. One of the main goals of the organization is to facilitate exchange between people interested in developments in the Baltics. FOB members have performed a number of activities including volunteering at the Smithsonian Folklife Festival in Washington, DC which featured the Baltic countries in summer of 1998 and raising a sufficient amount of funds to support talented but disadvantaged students from rural communities to pursue educational opportunities. Moreover, Friends of the Baltics supported "The Plenary", an annual art symposium, in the city of Alytus held every summer in Lithuania and raised funds for "The Lighthouse", a new shelter for women in Riga, in response to the alarming increase in the number of young women being trafficked from Latvia for sexual exploitation.

#### **Volunteers in Development: Alison Boak, Group 3 TEFL PCV, in Latvia. Human Trafficking Prevention Programs in Latvia**

During her time of teaching in Ogre, Alison Boak, became involved with youth in the community. She developed a number of health promotion programs for young people together with the newly organized Ogre Youth Health center. This led to her remaining in Latvia a third year as a Fulbright Scholar to aid in the formation of the Youth Health Center Council of Latvia, an umbrella organization of the more than 11 youth health centers located throughout Latvia. This organization was formed in order to facilitate the sharing of resources and formation among youth-serving NGOs throughout Latvia. Although Alison officially moved from Latvia back to the States in 1997, upon completion of her Fulbright project, she continued to be actively involved in the development and implementation of youth projects in Latvia.

Upon returning to the United States, Alison attended the Mailman School of Public Health at Columbia University and together with a colleague from graduate school, co-founded the International Organization for Adolescents (IOFA). IOFA is an independent, nonprofit organization committed to advancing the health and well-being of adolescents throughout the world. IOFA works in partnership with local organizations to fill gaps in the programs and services available to young people in a particular community. IOFA's first project, The Project for the Prevention of Adolescent Trafficking (PPAT-Latvia), was launched in Latvia in 1999 as a partnership between IOFA, the Youth Health Center Council of Latvia and GENDERS Community Organization. Sponsored by the United Nations Fund for Women (UNIFEM), PPAT-Latvia was begun to address a serious gap in human trafficking prevention programs in Latvia.

Returned Volunteers have worked on other individual projects to promote Estonia, Latvia and Lithuania such as: a report available on a web site on the Internet about all aspects of information technology in Latvia (Christina Deady, Group 7 NGO Volunteer in Latvia); the Lithuania section of Countries and Their Cultures, published by Macmillan Reference in 2001 (Coleen Nicol, Group 4 TEFL Volunteer in Lithuania); a book, In Search of the Elusive Peace Corps Moment: Destination: Estonia, written by a former Estonian Group 1 SED Volunteer Douglas Wells, that memorializes his Peace Corps adventures as well as chronicles a unique time in Estonia's history when the country was making the transition to democracy and free market economy.

## Immeasurable Accomplishments

The Peace Corps placed great emphasis on developing good project design and management skills in Volunteers. These skills were transferred to local counterparts through working together to create complex projects, and then getting them funded. Throughout the later years, groups of Volunteers and their counterparts received training in the principles of Project Design and Management, a program that had been developed by experts at the Washington headquarters and adapted to the local environment. In 2000, knowing it was about to close its program, the Peace Corps offered a Training of Trainers workshop for Volunteers and their counterparts. This

**Volunteer in Development: Indrė Biskis, Group 1 SED PCV, in Lithuania "From World Learning-Lithuania to Lithuanian Business Council in Chicago."**

After her Peace Corps service, Indrė continued working in the country as Program Director of World Learning in 1995-2000. World Learning is an American not-for-profit organization funded by USAID to manage the USAID Participant Training Project for Europe, as well as its Entrepreneurial Management and Executive Development Programs since 1994, and, since 1997, its Technical Training for Societies in Transition (TRANSIT). The organization offered leaders and other professionals specialized skills and practical knowledge through short-term study/tours in the US. It provided help to Lithuania by developing sustainable in-country programs with the assistance of US experts in various areas, including strengthening fiscal management, stabilizing the financial sector, improving safety and policy of the energy sector, and strengthening the NGO sector.

After Indrė returned to the US, she initiated a revival of the Lithuanian Business Council in Chicago, Illinois to help foster business relations between Lithuania and US by providing concrete business advice to persons involved in both sides, information, and networking opportunities for people to learn from one another. This is one of the few business organizations focusing on Lithuania and business in the United States.

helped assure that this skill is firmly imbedded in the host agencies and that the skills continue to be passed on.

A habit that is peculiarly American is networking and sharing information among colleagues. Volunteers worked within their schools to encourage faculty to share ideas on teaching, share materials that had been successful, and help each other improve the quality of education in the school. Volunteers in business centers and NGOs worked to develop networks of allied organizations within the region, as well as nationally and internationally, in order to form coalitions to share resources, coordinate activities, and generally maximize the impact of otherwise small projects.

This was a significant change in the working habits of many Baltic citizens, and went against the instinct of distrust built up during the 50 years of Soviet rule. Where closely held knowledge was considered power, Volunteers engendered the notion that shared knowledge was even greater power.

THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN LITHUANIA IN 1992-2002



# Chapter II.

## Country Program Histories

### Lithuania

#### Program Development

With the advent of independence in 1991 Lithuania committed itself to re-establishing a democratic society, re-entering competitive world markets, and opening the doors of modern science, technology, and commerce to its citizens. Policy reforms were underway to privatize state enterprises and farms and to safeguard property rights. To support these goals, the Government of Lithuania needed to encourage the development of small enterprises, especially in rural areas that were bound to be the hardest-hit by unemployment during the restructuring process. It also realized that nationwide fluency in English was essential for Lithuanians to take full advantage of their newly expanded economic and social opportunities.

The Peace Corps responded to these expressed needs and put into place two projects, Teaching English as a Foreign Language (TEFL) and Small Enterprise Development (SED). The nature of the Peace Corps projects remained stable for the 10-year period, but elements of the two projects were modified to reflect the changing needs and opportunities presented by the rapidly evolving Lithuanian economic and social environment.

For example, the SED project got off to a difficult start. Initially the Ministry of the Economy planned to establish a series of small business centers for local governments. However, there was a change in policy in 1992, and the Volunteers found themselves not attached to a local agency, because they did not exist. The five SED Volunteers who came to Lithuania in 1992 went to their assigned sites but were "adopted" by various new associations and institutes that were neither established nor focused. Volunteers were basically on their own to identify target beneficiaries, market their skills and establish routines to provide the mandated skill transfer. Their experience and insights into the needs of the local communities helped the Ministry develop its eventual program of support through its newly established Entrepreneurship Division. The Peace Corps program was then aligned with this new Division starting in 1993.

The first TEFL and SED Volunteers arrived to begin training in July 1992. By 1995 the demand for Business English at all levels was strong. The Peace Corps added this element to its TEFL project, combining some of the talents of both SED and TEFL Volunteers in the training and assignment of the Volunteers recruited to implement this new Business English focus.

#### Administrative Timeline

- ❑ Country Agreement signed February 7, 1992 by US Vice President Dan Quayle and Vytautas Lansbergis, Chairman of the Supreme Council.
- ❑ First Volunteers arrive June 1992.
- ❑ Vilnius Peace Corps office opened in late 1992.
- ❑ Memorandum of Understanding signed by Dainius Trinkūnas, Minister of Culture and Education and Dagnija Kreslins, Peace Corps Country Director, March 11, 1993.
- ❑ Memorandum of Understanding signed by Julius Veselka, Minister of Economics, and Dagnija Kreslins, Peace Corps Country Director, April 13, 1993.
- ❑ Business English component added to TEFL project, July 1995.
- ❑ NGO component added to SED project, July 1997.
- ❑ Peace Corps closed Lithuanian office, August 30, 2002.

With the collapse of the Soviet Union, certain State social services were withdrawn. To replace the "social safety net," elements of civil society, absent during Soviet times, reappeared. Volunteerism, which was largely coerced service during Soviet rule, was dormant. Yet necessity dictated that private Lithuanian citizens organize themselves to fill the gaps left by the withdrawal of an all-pervasive government.



Swearing-in Ceremony in Alytus, 1999

Non-Governmental Organizations (NGO) struggled into existence. They had much to overcome, not the least of which was the negative image of volunteerism left over from Soviet times. There was also profound need for financial assistance for these organizations to operate their programs. Financial assistance was made available by such organizations as the SOROS Open Society Fund, the Baltic American Partnership Fund, the United States Agency for International Development, and the EU PHARE program, among others. Yet having the funds available and actually getting the funds into the NGO's hands were two different matters. Lithuanians generally did not have experience managing organizations, designing projects, writing grant proposals and accounting for expenditures. The Peace Corps modified its SED project in 1997 to include Volunteers assigned to work with the NGO community to help overcome these weaknesses. Many of the business management skills Volunteers were transferring to private entrepreneurs were valid for NGO managers as well.

## Volunteer Assignments

### Primary Assignments

Volunteers all had a primary assignment to a school or an agency that had requested their services. As a matter of policy, the Peace Corps assigned Volunteers to as wide an area of Lithuania as possible. Peace Corps Volunteers served in 55 towns and in 169 organizations in Lithuania, including secondary schools, universities, colleges, educational centers, NGOs, business advisory agencies, tourist information centers, municipalities and ministries. Volunteers were replaced in successive years in some organizations due to continuing or newly created projects that needed PCV involvement, or because they were umbrella organizations in which PCVs served a large client base and



Interacting with local kids during the Peace Corps' initial orientation in Jūrmala, 1993

assisted other PCVs in the country. Volunteers worked in all counties and almost all districts except Varėna, Šalčininkai and Zarasai. In all, 33% of the towns had a population of less than 10,000 residents. An additional 58% of the Volunteer sites were medium sized rural towns of less than 100,000 residents.

Since 1992, 111 PCVs, of whom twelve were Business English teachers and nine Teacher Trainers, have taught English in 68 secondary schools and gymnasiums, five universities, academies and institutes, nine colleges and tertiary level schools as well as seven education and language centers.

In the same period 83 SED/NGO PCVs, of whom 65 were SED and 18 were NGO Volunteers, served in 34 communities. The SED/NGO Volunteers were assigned to 29 regional and local governments and municipalities, five Business Advisory Centers, three Business Incubators, two Tourist Centers, two NGOs, one Business Information Center, two Chambers of Commerce; fifteen Youth, Women, Scout and NGO Centers, Junior Achievement, four Institutes, five business colleges, three universities, one foundation, and finally, one posted in the Ministry of Economics.

#### Volunteers in Development: Susan Cooper, Group 2 TEFL PCV, in Kaunas.

In addition to teaching 20 hours of English every week, Susan developed an extensive community outreach program. Susan founded a Community Center in the city of Kaunas and organized activities for over 100 youth. Moreover, she initiated an International English Club that expanded from 10 participants from two countries to over 60 participants from more than 10 countries in a period of six months.

Susan worked closely with the Soros Foundation and her school administration to integrate Health Education into her school's curriculum and to advise a student-managed Peer Counseling program. Finally, as part of her Summer project, Susan designed and managed a 4-day English Summer Camp for 120 children. As part of this project she recruited, trained, and supervised 6 Lithuanian youth counselors and secured \$4500 in grant money to cover 50% of camp costs for 40 children in financial need.

### Secondary Projects

All Peace Corps Volunteers worldwide are considered to be "on duty" 24 hours a day, seven days a week, except when on annual leave. Therefore, once Volunteers had become established in the community they were expected to develop a secondary project that helped community

members attain their goals. These secondary projects became as important in terms of social impact as their primary assignments.

Volunteers carried out multiple secondary projects during their two years of service, and this report cannot do justice to the breadth of activities undertaken. One day each week was considered an "outreach day." Negotiated



Women's Business and Leadership Camp (WBLC) in Anykščiai, 1999: a demonstration of self-expression

in advance with the primary site supervisor, Volunteers took that day to serve other people or institutions in the community or to work in concert with Volunteers on national-scale projects. In the secondary projects, the specialty lines blurred and almost all SED/NGO Volunteers taught English in formal and informal situations, and almost all TEFL Volunteers assisted business operators

**Volunteers in Development:  
Carol Jenkins, Group 2 SED PCV, in Alytus.**

Carol was very active in Women in Development in the city of Alytus. Together with the Alytus Technological College she organized a Women in Business seminar (about 200 participants). Women with achievements in different areas were invited as guest speakers. They demonstrated to young women how to be successful in business. Furthermore, Carol worked with a group of women who had an idea of establishing a Women's Center in Alytus. The goal of the center was to create a place where women could receive medical, psychological, and business consultations and also have a place to socialize and discuss their problems. The Volunteer delivered a grant writing seminar for 65 women, and later worked with them in preparing proposals for the Global Fund for Women in California and Peace Corps SPA funds. Seeing the enthusiasm and hard work of these Alytus women, local businesses contributed funds and the regional government decided to pay a director's salary. The center was established in 1995 and was publicized in the local and national press.

or NGOs in special tasks. All Volunteers translated business as well as personal documents for their Lithuanian neighbors and colleagues. Many Volunteers taught people how to use a computer, imparting skills ranging from typing through creation of sophisticated web sites.

The most prominent form of secondary project, however, was the attention paid to youth, especially girls. Groups of Volunteers organized summer camps to develop leadership skills of

**Volunteers in Development: Coleen Nicol, Group 4 TEFL PCV, in Šiauliai.**

Coleen played an important role in helping students to overcome the problems they faced. She and her coworker created an NGO called the Youth Rights Education Center. With the help of a SPA grant, the Center was started in 1997 and was run by two coordinators and 20 students from the school. They held such varied events as a 'tolerance' day, an AIDS awareness day, a UN day, and a UNESCO club. They had various sessions on youth rights and translated a Swedish guidebook for students into Lithuanian.

Coleen also got a grant for a peer support program in which older students were mentors for younger students. The ten older student volunteers went through an intense training workshop in which they learned how to run sessions on various topics such as self-esteem, confidence, communication, youth rights, and opinion giving. The program had 110 participants (mentors and younger students) from five different schools.

In addition to these projects, Coleen actively participated in material development projects by writing and editing various English textbooks created by her co-workers.

girls, as well as to engender confidence and self-esteem, and to broaden the career horizons of rural girls. This camp, along with other specialized summer youth camps that were devoted to environmental themes or healthy life-styles, stressed the use of English in an active environment. Other projects implemented during the summer break involved conversational English courses for

**Volunteers in Development: Aaron Troutman, Group 3 SED PCV, in Kaunas.**

The goal of Aaron Troutman and his co-workers at the Lithuanian University of Agriculture was to create an agricultural export catalog that would provide information on Lithuanian products and producers to a target market of buyers in the Baltic States, Commonwealth of Independent States, and Central and Eastern Europe.

Aaron and his colleague began the difficult mission of creating Lithuania's first-ever agricultural product buyer's guide. With a \$20,000 grant from the USAID "European Business Development Program," the two put together a team of 14 graduate students and organized contributing support from 18 international and local organizations.

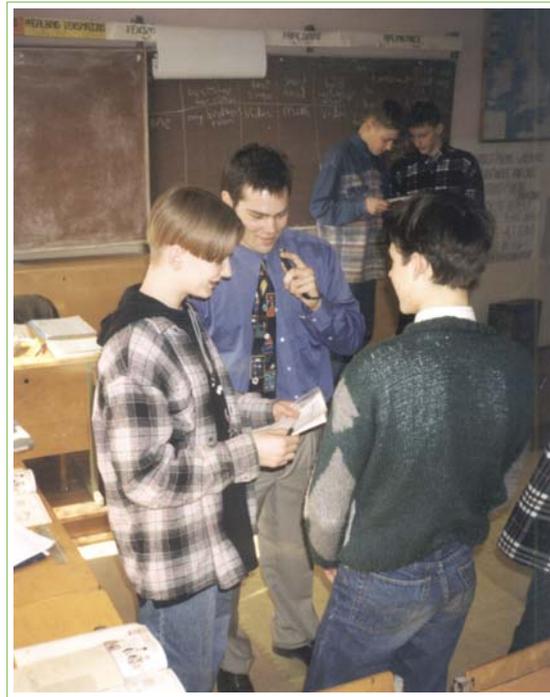
The project team, in collaboration with local organizations, created an information database of Lithuanian producers and products, which did not previously exist. Additionally, the team traveled throughout Lithuania's 44 regions conducting meetings and distributing questionnaires. The graduate-students contributing to the project were able to gain practical work experience in marketing research, promotion, public-relations, and international marketing of agribusiness.

The results of the project were visible in the 5000 copies of the buyer's guide, "Lithuania: Agricultural Products for Export." The guide provided export information on over 500 Lithuanian producers. Distribution of the catalogs included: agricultural product buyers worldwide (90% concentration in the target market), foreign and Lithuanian Embassies, and international trade exhibitions.

fellow teachers and the development of a substantial body of English teaching resources carried out by teams of Lithuanian and Peace Corps teachers.

Secondary projects reflected a wide array of interests of both communities and Volunteers, but the majority of them fell into the following categories: environment, HIV/AIDS prevention, health education, women in development, and information technology. Many of these projects were aided by a source of USAID funding available to support Volunteers' projects, the Small Project Assistance (SPA) and the European Business Development Project (EBDP).

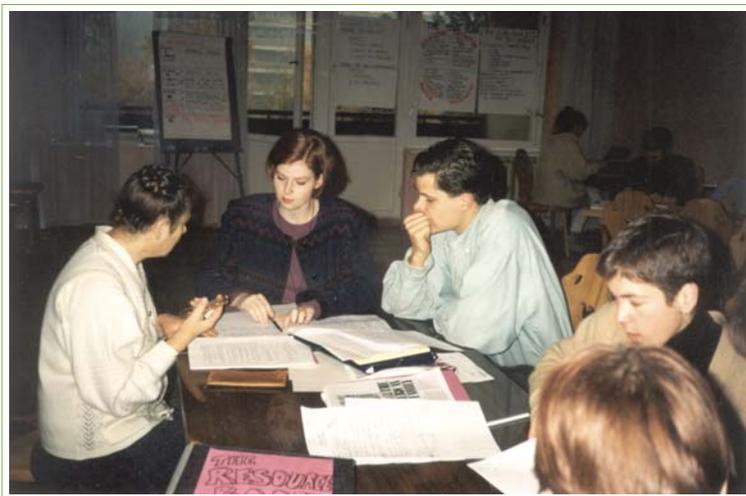
Both SPA and EBDP funded projects at Volunteers' primary assignment agency as well as secondary projects. In all \$325,541 was granted to such projects. Combined with required local contributions of time, facilities, and cash, the total value of these grants was \$712,560 in Lithuania, benefiting approximately 28,827 citizens.



Volunteer teaching in Darius and Girėnas Secondary School in Šilalė, 1996-1998

## Major Accomplishments

Peace Corps Volunteers' activities centered on meeting the need for mid-level technical assistance, the skills transfer between colleagues, and their teaching activities. In addition, Volunteers helped create institutions such as Business Centers, Teacher Resource Centers, and school libraries. They wrote textbooks, curricula, compendia of funding sources, business plan formats and in general created a body of work that is physical and visible.



Mid-Service Conference on materials development; Volunteers and counterparts in Jūrmala, 1995

## English Education

The initial goal for TEFL was to teach English to 9,900 students, 495 teachers, and 660 adults. When the final count was done, it showed that in 10 years Volunteers taught English to 20,627 students from Forms 2-12, 1,567 teachers, and 6,923 adult learners. In total, 206 educational institutions benefited from Volunteer-

produced resources, books and additional materials created or acquired for daily use.

The active learning techniques initiated or created by Volunteers included development of critical thinking through debate, competition in national English Olympiads, use of English-only in the classroom, English drama, student English newspapers, public speaking clubs, English clubs, and the integration of social issues into lesson plans.

Volunteers increased available English Language resources in their schools by developing lesson plans, curriculum, supplemental teaching materials, tests and examinations, recorded tapes, games and puzzles. Other resources that were obtained through donations or school purchases with Volunteers' assistance include English-English dictionaries, readers, practice grammars, song books, magazines and newspapers that have been contributed to classrooms, school libraries and teacher resource centers.

**Volunteers in Development: Dr. Marilyn Ambrose, Group 2 TEFL PCV, in Panevėžys.**

Professor Emeritus Ambrose celebrated her 62nd birthday on the day she completed service as an English Professor in Panevėžys. Dr. Ambrose and her colleagues developed a standardized curriculum for the Business Administration degree at Kaunas Technical University, Panevėžys Campus. She successfully secured a grant of \$10,000 to provide technical resources and audio-visual equipment for the Panevėžys English Resource Center that is used by over 130 community learners and teachers.

In addition, Dr. Ambrose and her Lithuanian colleagues organized an annual Career Day for Women to prepare young Lithuanian women for self-reliance and determination. Finally, she was an active member of the "Versmė" folk group and performed with Lithuanian dancers at international Folk Dance Festivals in authentic ethnic costume. Dr. Ambrose's Lithuanian language skills steadily improved to the level that she was able to deliver professional speeches in Lithuanian and translate Lithuanian song booklets into English.

**Volunteers in Development: Andrew Lyons, Group 7 SED PCV, in Pakruojis.**

The Pakruojis Regional Council together with Andrew Lyons and two other international organizations, United Methodist Churches (USA) and Initiative (UK), organized a day-long seminar on sustainable community development. Fifty-four people attended the seminar, including local inhabitants and people from elsewhere in rural Lithuania.

First and foremost, the seminar provided an opportunity for representatives of rural areas from various regions of Lithuania to discuss common problems. Contact information was distributed to all participants to facilitate future collaboration. Secondly, specific targets were set for the Pakruojis community to follow up on the work begun in the seminar. Finally, other initiatives sprouted from the Pakruojis event. With assistance from some of the seminar facilitators, a cross-border rural development cooperation was started between the Jurbarkas Region in Lithuania and Kaliningrad Region in Russia. The local government of Kėdainiai, also supported by a Peace Corps Volunteer, has expressed interest in starting such an initiative as well.

Teaching materials were not widely accessible at the local level. Therefore, a team of 12 Volunteers and 13 Lithuanian counterparts, working with the Ministry of Education and Science, wrote Essential English, consisting of a teacher's book, student's workbook, and a cassette to prepare students for the 12<sup>th</sup> form exam. This was published in 1997 and is widely used in Lithuanian schools. It was a useful tool in the effort to standardize the national 12<sup>th</sup> form English exam.

Another updated Volunteer-produced resource designed for student preparation for the Final English exam was the book A Prep Course for the 12<sup>th</sup> Form English Exam corresponding to the national curriculum in 2000. It provided teachers with a wealth and diversity of original and non-original (fully referenced) activities and materials in the form of 80 lesson plans addressing the 14 English examination topics. The books were distributed to Volunteers and their counterparts free of charge.

In order to meet the need for Business English materials in the country, three Business English Volunteers developed a Teacher's Book, a Textbook and a Supplement Textbook on teaching Business English, Where There Is No Textbook, published in 1996, which has been widely used in secondary and tertiary level schools and in universities. In addition, Volunteers who taught

Business English in colleges and universities have prepared and left with their schools a variety of Business English teaching curricula, lesson plans and classroom materials depending on the schools' specialization: office and business administration, law, medical English, hotel, tourism and sports management, computer automation, and graphic design.

By acquiring Peace Corps Small Project Assistance, EBDP, and other international and local funds, Education Volunteers have opened Language Resource Centers in Kaunas, Panevėžys, Jurbarkas and Alytus that are accessible to not only students and teachers but other community members as well. Resource Centers possess books, magazines, newspapers, file cabinets filled with lesson ideas, plans and curricula, access to Internet, audio-visual equipment, VCRs and other materials.

## Small Enterprise Development

For the SED project, the initial goal was to reach 11,700 entrepreneurs. In fact, the Peace Corps SED/NGO project assisted 10,599 entrepreneurs gain skills in basic business practices, helped 768 people in business centers, NGOs and Regional Governments build their organizational capacity and trained 3,074 students and 69 teachers in business-related subjects. The long-term goals of the SED/NGO Project were achieved by a wide range of Volunteer and community-initiated activities and projects.

SED/NGO Volunteers were assigned to a variety of business centers and to NGOs including the Volunteer Center in Vilnius.

Business Advisors spent a majority of their time consulting with individual entrepreneurs on basic business practices. They also organized and taught courses on business-related themes, promoted networking among regional organizations and businesses, and disseminated information through regular radio shows and newspaper articles.

A very successful project initiated by two Volunteers in 1994, and continued by their successors later in 1997 and 1999, was a training series for employees from Regional Labor Exchanges all over Lithuania to be able to teach feasibility studies and business planning basics to unemployed people who applied for Labor Exchange loans. The Training of Trainers for Labor Exchange employees was conducted as well. Over 160 employees of regional Labor Exchanges were trained to be business consultants to unemployed clients. In addition, an electronic Trainer's manual was developed and published for this program (2000 copies in Lithuanian, 500 in English) and given to each regional Labor Exchange office. The training programs were sponsored by SPA and EBDP grants, as well as by the Labor Exchange that took full sponsorship

### Volunteers in Development: Ryan Campbell, Group 7 SED PCV, in Jurbarkas.

The first step in pursuing the Jurbarkas region's business development strategy to help existing local businesses expand was the founding of a regional business information and support center (BIC). For a year Ryan worked with two local business leaders and the local government representative planning the BIC project, measuring the business community's support for the initiative, and preparing the BIC by-laws.

At the end of 10 months the BIC initiative group had expanded to include 13 local businesspersons. Local government also joined the partnership, allocating almost \$15,000 from its Privatization Fund to finance the BIC start-up costs.

The Jurbarkas Business Center was registered as a non-government organization, governed by a board of directors made up of local business owners and government officials. The Center's founding brought two new young faces to the project, a center director and a financial controller. For five months they worked with Ryan to establish the business center's organizational structure, mission statement, one-year operating strategy, marketing strategy, and core products and services.

Through its first nine months of existence, the Jurbarkas Business Center assisted over one hundred local businesses and established a steady base of clients who used the center's services regularly. The business center initiative caught the attention of the Lithuanian Ministry of Economy as well. Impressed by the project's initial success, the Ministry provided the center with \$11,000 for capital purchases such as conference equipment and computer workstations. The Ministry also offered long-term assistance by becoming a shareholder in the organization.

The project showed that businesses and the municipal government could achieve concrete objectives toward solving the region's problems by listening to each other.

for advanced business training in 2000 with the help of PCVs and Lithuanians as session designers and facilitators.

Many Volunteers worked on development of promotional materials about Lithuania. These included "Official Vilnius," "Lithuanian Banks," "Litcom'95," "State Higher Education and Research Institutions," "Lithuania Business in Review," "Foreign Aid Guide," "Come to Lithuania," "Lithuanian Agriculture Export Catalog," "Accommodation Guide for Lithuania," "Panevėžys: A Newcomer's Guide," "Šiauliai at Your Fingertips," "City Map of Ukmergė," "Radviliškis Region Information Guide," and "Prienai Tourism Brochure," "Biržai Tourism Guide," "A Visitors Guide for the Biržai Museum," "Jurbarkas Region Tourism and Business Guide."

Also, the Lithuanian Development Agency for Small and Medium Sized Enterprises (SMEDA), together with Peace Corps SED Volunteers assigned to the Business Advisory Centers (BAC) worked together on preparing materials for the National Reference Book ("Basics for Business"), containing information on 30 essential topics which cover a range from company formation, business registration, taxation to privatization.

Moreover, Volunteers have developed dictionaries: one of over 3000 words that are cognates in English and Lithuanian, and one American slang dictionary.

Finally, PCVs, together with the Director of the Volunteer Center in Vilnius, wrote and published the book How to be an Effective Volunteer in English and Lithuanian.

#### Volunteers in Development: Michael Romano, Group 6 SED PCV, in Kaunas.

Michael was assigned to the Business Training Center of Kaunas University of Technology and assisted in organizing winter and summer Business English Camps in Palanga. The Business English Camp was a week-long managerial training program designed as a conversational English workshop on business-related subjects. The program provided broad coverage, but the emphasis was on conversation and learning business-related vocabulary. The course subjects, such as business correspondence, negotiations, corporate culture, and many others, were used as the vehicles for conveying the information. The camp's curriculum and schedule were designed to meet the needs of business executives desiring a crash course in conversational Business English. Beginning in 1998, SED/NGO Peace Corps Volunteers worked at the camp and became the primary source of camp instructors. One hundred twenty business people participated in the camps, organized in 1998-1999, and 14 PCVs served as instructors.



Language and Business Information Center opening in Prienai, 1997

The Peace Corps SED Project has worked closely with Junior Achievement and was an excellent example of a very valuable and successful organizational cooperation. Junior Achievement has benefited from having five Volunteers with different educational and professional backgrounds assigned to the JA office in Vilnius in 1994-1998. Other Volunteers taught an Applied Economics Course from the Junior Achievement Program to students and teachers in secondary schools of Lithuania, as well as participated in "student companies" and in the "Global Learning of the Business Enterprise" (GLOBE) program. PCVs have assisted in organizing a Summer Economic Forum, Economic Olympics and JA Summer Camps attended by JA students. PCVs assigned to the Junior Achievement in Vilnius assisted the National Office in staff training, revising their publications, preparing promotional materials, fund raising, planning, preparing and implementing the JA booth at the first NGO Fair in Lithuania, and co-organized the European Macro Economic Simulation Exercise (EUROMESE) competition.

PCVs participated in setting up several Business Advisory and NGO Centers. These included Jurbarkas, Prienai, Kaunas Business and Ukmergė NGO Information Centers, Alytus Business Incubator, Ignalina Regional Youth and Non-Traditional Agriculture Information and Training Centers, Marijampolė Business Information Center (within the Marijampolė Branch of Kaunas Chamber of Commerce, Industry and Crafts), the International School of Management in Kaunas, and Alytus Business College Book Store. Furthermore, Volunteers assisted organizations in training their employees in building organizational capacity, in planning their time, activities, fundraising and in developing grant proposals. They helped develop techniques for work with clients and foreign and local partners, and to develop the management capacity of their boards of directors. Good examples of activities initiated or supported by Volunteers were: Lithuanian NGO Fair Forum in Vilnius with 70 NGOs represented; Annual Special Olympic Games, and a Very Special Arts and Athletic Festival in Lithuania with the participation of 1000 physically and 600 mentally handicapped athletes; Šiauliai Campus Career Day that brought about 80 students and 7 businesses together; the 5<sup>th</sup> Annual NGO Forum; Student Rotary Exchange Program and many others.

## Administration

The Peace Corps program in Lithuania was administered from a central office in Riga and the satellite office in Vilnius. The Vilnius office was opened in late 1992 and had two program assistants, English Education (TEFL) and Small Enterprise Development (SED), on staff. In 1994 the office expanded with the addition of a Resource Center Manager, a Medical Officer and an Office Manager. A Lithuanian Language Coordinator, working part-time since 1992, became a full-time employee at the beginning of 1995.

At the completion of the Peace Corps' mission in the country, the Peace Corps Resource Center materials were distributed to six organizations and agencies including the Educational Centers in Pakruojis and Telšiai, A. Mickevičius Library, the NGO Information and Support Center, the Lithuanian Development Agency for Small and Medium Size Enterprise, and the Lithuanian Language Studies' Center in Vilnius.

## Immeasurable Accomplishments

For many Lithuanians as well as the Americans, this was the first opportunity for sustained contact with people who were culturally different. In both cases, the participants learned how to speak another language, gained tolerance for different viewpoints, overcame these differences, and made deep and abiding friendships. In fact, in Lithuania there were 21 marriages between Volunteers and Lithuanians. They hold the Baltic Peace Corps record for marriages.

Skills transferred, new viewpoints considered; these are the gifts that the Lithuanians and Americans gave and received in equal measure. They will never be enumerated, and they will never stop producing results.

THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN LATVIA IN 1992-2002



# Latvia

## Program Development

Latvia regained its independence in 1991. The separation from the former Soviet Union dictated dramatic change, including the mandate to redirect Latvia's planned economy to one based on a free market model. The Government of Latvia started the process of privatizing publicly-owned businesses and farms. Despite consensus on the need to proceed, there was concern that the reforms would adversely affect rural Latvia's agricultural production and, subsequently, the standard of living due to a loss of jobs and a decline in rural income. Therefore, the Government of Latvia embraced a policy to support agricultural advisory services providing technical and business advice to newly privatized farmers to help them make the transition. It invited the Peace Corps to assist Latvian farmers by offering basic business, accounting and management skills necessary to participate in a profit oriented, market driven economy.

The Government also realized the nationwide necessity of fluency in the English language in order for Latvians to take advantage of the expanded opportunities to participate in international research and education, and to set up the cooperative relationships with other nations willing to aid in the transition process. The Government was not able to meet the expanded demand for English language education at the primary and secondary school levels and requested assistance from the Peace Corps.

A Country Agreement between the United States and the Republic of Latvia was signed by US Vice President Dan Quayle and Prime Minister of Latvia Ivars Godmanis on February 6, 1992. Two projects, English Education and Rural Enterprise Development, were launched in July that year when the first group of Volunteer English teachers and Agribusiness advisors arrived in country.

As the first Agribusiness Advisors took up their assignments in 1992, it became apparent that the original assumptions regarding reform of the agricultural sector were overly optimistic, and by 1996 the Peace Corps shifted its emphasis away from agribusiness to concentrate on the promotion of rural enterprises in general.

As originally planned, the project was to assist in the development of the agricultural sector of the Latvian economy. Two new institutions were established and the Peace Corps was involved with both from 1992-1995. One was the Latvia Agricultural Advisory Service (LAAS) that served to provide technical assistance to Latvian farmers and was responsible to the Latvia Agricultural Ministry. The other was the Agricultural Finance Corporation (AFC) of Latvia that received funding from the World Bank and was established as a relatively low cost source of credit to Latvian farmers. Both institutions had a central office and field offices in rural Latvia.

### Administrative Timeline

- Country Agreement signed February 6, 1992 by US Vice President Dan Quayle and Ivars Godmanis, Prime Minister.
- Riga Peace Corps office opened in March 1992.
- First Volunteers arrive in June 1992.
- Memorandum of Understanding signed by Dainis Ģeģers, Minister of Agriculture, and Dagnija Kreslins, Peace Corps Country Director, April 2, 1993.
- Memorandum of Understanding signed by Andris Piebalgs, Minister of Education, and Dagnija Kreslins, Peace Corps Country Director, April 5, 1993.
- New Memorandum of Understanding signed with Local Government Administration Department, by Ernests Jurkāns, Minister of Special Assignments, Local Government Affairs, and Ed Block, Peace Corps Country Director, July 10, 1996. SED focus on agribusiness dropped.
- NGO component added to SED Project, 1997.
- Peace Corps closed Latvian office, August 30, 2002.

However, there was scant demand for the Volunteers' services in the field. Two principal problems were encountered. First, the agricultural sector proved more difficult to privatize than anticipated. In addition to disagreement on agricultural policy, there were complexities of land tenure, including restoring land to registered owners prior to 1940, absentee owners, and the length of time needed to establish title. Also, some of the land was given to laborers who had worked on the state farms, but who may not have had any desire to be a private farmer. Many of the parcels were small with poor profitability prospects. As a result, there was weak demand for agricultural credit or for advisors to help create sound agribusiness practices.



Visiting a farm during the Pre-Service Training in summer of 1993

A second issue revolved around a basic misunderstanding between the Peace Corps and some Latvian officials of what kind of assistance the Peace Corps Volunteers could provide. There was an assumption on the part of some that the Volunteers would be highly trained agricultural technicians who would reform

agricultural production, that is, recommend new cropping systems, demonstrate better farming practices, etc. In fact, the Volunteers were business advisors with qualifications in agricultural economics, accounting, marketing, or other business-related skills. They were not the agricultural technicians some officials expected to see. There was disappointment on both Latvian and American sides.

However, there were other people in rural communities interested in establishing their own businesses unrelated to agriculture. In the absence of other demand, Volunteers started working with these potential entrepreneurs, and they associated themselves with local governments and business centers that provided advisory services to this new class of private entrepreneur.

Therefore, a new project design and new working relationships were necessary to reflect the reality in the field. The Peace Corps decided to postpone the request for additional SED Trainees in 1996 until a stronger relationship could be established with the appropriate Ministry and until project goals could be agreed upon at the national level. Thus, there were no Group 5 Rural Enterprise Development Volunteers entering the program in 1996.

A new Memorandum of Understanding was signed in July 1996 with the Local Government Administration Department. The name of the project became Small Enterprise Development (SED). The project also related informally to the Ministry of Environment and Regional Development that consulted in placement of Volunteers. New goals were established, along with Volunteers' roles and tasks in their new assignments in the municipalities. The project focus shifted to commercial businesses, with Volunteers placed in advisory agencies for small and medium-sized business development and regional economic planning offices in local and regional governments.

By 1995, there was a growing community of Non-Governmental Organizations springing up as Latvians organized themselves privately to work for the welfare of their communities in the absence of the "social safety net" formerly provided by the State. The international community, in the form of the SOROS Open Society Fund, USAID, and the EU PHARE program, among others, were willing to fund the emerging civil society structures. However, the NGOs had no experience in organizational governance, project design, proposal writing, or accounting for expenditures in

a manner required by outside donors. Volunteers in rural communities were asked to assist such organizations. Placement of Volunteers to NGOs increased and the Peace Corps NGO program was formally implemented in 1997 with the aim of helping improve organizational capacity and self-sufficiency in Latvian NGOs. The SED Volunteers became the SED/NGO Volunteers.

The demand for English education remained high during the 10 years of the TEFL Project. The Project was modified to reflect the changing needs of a rapidly developing Latvia. The TEFL teachers were asked to include lower Forms in secondary schools and to teach Business English in post-secondary institutions. In addition, Volunteers were assigned to Teacher Training institutes.

## Volunteer Assignments

### Primary Assignments

Volunteers all had a primary assignment to a school or an agency that had requested their services. The Peace Corps, as a matter of policy, assigned Volunteers to as wide an area of Latvia as possible. Peace Corps Volunteers served in 67 towns and in 164 organizations in Latvia. This included secondary schools, gymnasiums, universities, colleges, educational institutions, NGOs, business advisory agencies, tourist information centers, agriculture consultation bureaus and credit offices, city, local and regional governments. Volunteers were replaced in successive years in some organizations due to continuing or newly created projects that needed PCV involvement, or because they were umbrella organizations in which PCVs served a large client base and assisted other PCVs in the country. Volunteers worked in all counties of Latvia. Of the 67 different Volunteer sites, 67% had a population of less than 20,000 residents.

The first group of 24 Peace Corps Trainees came in June of 1992 and went through the intensive 11-week Pre-Service training program. That year 14 TEFL and seven SED Volunteers were sworn in to serve in the country for two years. Each subsequent year a group of Volunteers joined the Peace Corps' in-country family, except for the SED Volunteers in 1996, as mentioned above. In all, nine groups, totaling 192 Volunteers, were sworn in following their Pre-Service Training. Additionally, six Volunteers transferred from the Peace Corps' program in Russia in August 2001, bringing the total to 198. This was the largest number of Volunteers in the three Baltic countries. A total of 57 SED, 14 NGO, 101 TEFL, 18 Business English, and eight Teacher Trainers served in Latvia.

#### Volunteers in Development: Randy Scheid, Group 7 TEFL PCV, in Roja.

Randy, together with the Junior Achievement (JA) Project Director in Latvia, Kristine Grauziņa, organized the JA International Summer Camp. The camp lasted six days, and took place in Apšuciems, a nearby community. Nine countries were represented by the 53 JA students and 13 faculty members. The aims of the Summer Camp were to foster greater future cooperation among participating countries, to encourage entrepreneurial skills in young people by requiring them to analyze current socio-economic phenomena occurring in member countries.

Students were required to compile social and economic information about their respective countries, and formulate prospective solutions to contemporary national problems. These proposed solutions, as well as the socio-economic analysis, were presented by the "country groups" to the JA assembly. Effective transference of presentation skills to the students took place, as the students were provided with techniques they used to present their "country group" materials and work. Throughout the duration of the camp, opportunities for the students to practice the techniques were provided.

### Secondary Projects

Volunteers are expected to be "on duty" 24 hours a day, seven days a week while in the Peace Corps. Without the normal distractions of home and family, they are able to devote 100% of their energy and attention to their service. In addition to their primary job as a teacher or business advisor, Volunteers all carried out multiple secondary projects. These projects grew out of the Volunteer's own interest and the needs of the community in which he/she lived. These secondary projects had an impact as great as the work done in the primary assignment, and this report

cannot do justice to their breadth and accomplishments.

One day each week was an "outreach day." Negotiated in advance with their site supervisor, the Volunteers were able to work with other members of the community, whether it was another school or organization, an adult English class, an environmental clean-up project, or working with other Volunteers on national-level projects

such as youth summer camps. In the secondary projects, the distinction between TEFL and SED/NGO Volunteers became blurred, and virtually all SED/NGO Volunteers taught English classes formally or informally, and almost all TEFL Volunteers assisted businesses and NGOs with their activities, such as helping write project proposals, brochures, and other documents that needed to be done in English. Many, if not all, Volunteers helped their agency and other community

#### **Volunteers in Development: Kelly Shannon, Group 6 TEFL PCV, in Smiltene.**

In discussions with her students, Kelly noticed that many of her students were lacking accurate information concerning health education and healthy lifestyle options. When she discussed those issues with her co-teachers they confirmed that the information that was available to students was inadequate, outdated, or non-confidential. Also, the statistics showed that the number of youth-at-risk in town was increasing.

With her co-teachers and interested students, Kelly addressed this issue by creating a Youth Information Center (YIC) in Smiltene. The center would address the above problems by obtaining education materials about health, education and healthy lifestyles; by training students to counsel their peers in finding information; by creating an accessible location for students to look for information; and by actively engaging students in educational activities and seminars.

After attending a PDM workshop Kelly and her co-teacher wrote a project and also looked for additional funding from Peace Corps SPA program to support the project. The school staff and students themselves were actively involved in the creation of the Center. About ten students were trained as resource center managers and were able to locate information via the Internet and network with other centers and organizations throughout Latvia. The students also received training in peer-counseling techniques.

The Center is successfully operating in Smiltene and it is expected to make a positive impact on more than 200 students between the ages of 13-18 each year.



Camp A.I.M. (Attitude, Integrity, Motivation): a leadership camp for girls in Bernāti, Liepāja Region, 2000

members acquire computer skills ranging from learning how to type to the construction of sophisticated web sites.

Volunteers paid consistent attention in their secondary projects to youth development and inter-regional networking among teachers, business professionals as well as youth. They organized and managed a series of summer camps for Latvian professionals and students that provided an intensive week-long training opportunity dealing with raising the aspirations of young people, acquiring new teaching techniques, deepening business skills, or exploring contemporary issues such as human rights and environmental protection. Some of the youth camps were devoted to developing English skills, and all of the camps were conducted in English giving the participants an intensive experience in using spoken English. The youth camps, especially, concentrated on Latvian integration issues, always including participants of both

Latvian and Russian heritage. Issues of Gender and Development provided another theme for secondary projects in which the leadership and business skills of women and girls were the focus.

Matters of public health were also of concern to Volunteers who worked creatively to enhance awareness of HIV/AIDS, drug and alcohol abuse, and sexual health.

#### Volunteers in Development: Christina Deady, Group 7 NGO PCV, in Kalēti.

"Dunika Community Education Network." This SPA-funded activity was started by PCV Chris Deady and two Dunika community leaders. Dunika is a small rural community of 900 inhabitants where 82% of the eligible work force was unemployed. This project was a continuation of a three-month business seminar series on how to start and operate a small business that was presented by Chris Deady. The purpose of this activity was to diminish fear and the lack of understanding of the new economy. Creating jobs by starting or expanding businesses was also anticipated.

Nineteen Dunika residents who participated in the previous business seminars carried out the business training. This project activity presented a successful example of how continuing business training could be implemented by the local residents while a PCV was still at site. The local seminar leaders built upon the knowledge they gathered in the training, learned more in depth about selected topics (each local trainer researched the selected topic by him/herself) and led the business courses themselves both in Dunika and in the eight neighboring communities.

The topics presented were: how to generate business ideas; feasibility study; introduction to preparing a business plan; financial aspects of the business plan; how to get money; presenting yourself and your business; marketing; customer service; record-keeping and budgeting for better decision-making, and tax and legal matters. A total of 120 participants increased their knowledge not only in business skills and practices but also in research, presentation skills, and the participants also increased their self-confidence. The activity built on rural people's hope through observing their fellow community members becoming more active, and developing optimism that business development can happen in economically undeveloped and depressed areas.

The summer camps and other special projects completed as part of the primary assignment or a secondary activity usually required external funding. Volunteers and their counterparts were able to attract funds from a variety of sources. Two funds that were made available to Volunteers' projects from USAID were the Small Project Assistance (SPA) and the European Business Development Fund (EBDP). From these two sources alone, almost \$443,000 was generated as grants supplemented by local material and cash contributions.



Pre-Service training: Model School Closure in Lielvārde, 1994

## Major Accomplishments

The Peace Corps program has been a skills transfer program, and Volunteers in all project sectors were teachers of a sort, no matter which project they were assigned to. They created a huge body of teaching material, curricula, lesson plans, active learning methods, audio/visual aids, and they wrote textbooks that have been published by the educational press. They created educational Resource Centers, Business Centers, Community Centers, and created guides to funding sources, and business plan formats. They have introduced the concept of networking. They have taught the basics of project design and management and methods of fundraising that have brought millions of dollars of funding for Latvian community projects.

## English Education

Originally, the purpose of the English Education Project was to improve the English language proficiency of Latvian students in Forms 10-12 so that they may more easily access further English-medium education from which they were isolated during the past fifty years in all fields of

### Volunteers in Development: Katherine Aylward, Group 8 TEFL PCV, in Ragana.

Katie was assigned to teach in Krimulda Secondary School in Ragana, a village of 1,200 people. During her volunteer service Katie instructed over 140 high-school students with various levels.

Apart from being an inspired English teacher, she also organized the school's Foreign Language Resource Room. In cooperation with Lynn Mellor, another Group 8 Volunteer, she wrote a textbook for English teachers interested in nurturing students' critical-thinking and social skills as there was a definite lack of such materials in Latvia. The book was printed by a local printing house and used by local English teachers.

Step-by-step Katie became very integrated in her small community and was very successful with her secondary projects. Advising a local health education NGO at her site, she helped win international grants totaling over \$30,000. She was a key contributor to the 9-member NGO team, which organized teacher training and youth-leadership seminars for 45 local participants, constructed a regional health education center serving 100 schools, and recruited 4 volunteers.

As a result of a Peace Corps 40<sup>th</sup> Anniversary celebration planning meeting, Katie, together with Eva Hall, a Group 8 SED/NGO Volunteer, and in cooperation with the Latvia Volunteer Movement, organized a walkathon to celebrate and raise awareness of volunteerism in Latvia. Over 100 people participated in this first such event.

knowledge. However, as the transition progressed, schools lost many of their English teachers to the more lucrative private sector. At the same time, the demand for English instruction was felt at all levels of society. Peace Corps teachers were asked to teach in the lower levels of secondary schools, as well as to offer Business English in post-secondary institutions, and to train other English teachers.

Since 1992, 127 PCVs, of whom 18 were Business English teachers and eight teacher trainers, have taught English in 77 secondary schools and gymnasiums, nine universities, academies and institutes, four colleges and tertiary level schools as well as two educational institutions. Volunteers worked with 21,742

students from Forms 2-12 as well as with 2,721 teachers and 2,788 adult learners. About 225 educational institutions in Latvia have benefited from Volunteer-produced resources or books and additional materials acquired for daily use.

Volunteers increased English language resources in their schools by developing lesson plans, curricula, additional teaching materials, tests and examinations, recorded tapes, games and puzzles. For example, a TEFL Resource Guide was developed by a Volunteer and made available to all PCVs and their counterparts at schools where PCVs teach. Also, a joint PCV and counterpart Theme-Based 4MAT Lesson Plan Book was distributed after one of the Peace Corps conferences to more than 24 schools. The book contained complete lesson plans to teach theme-based units at the upper secondary school level. Furthermore, a Volunteer completed a 17-page Guitar Technique



Latvia Debate Summer Camp in Bernāti, Liepāja Region, 1995

**Volunteers in Development: Katherine Johnson, Group 2 TEFL PCV, in Liepāja and Alison Boak, Group 3 TEFL PCV, in Ogre.**

When PCVs started to work with Latvian students they discovered that it was very difficult to make students speak. PCV Katherine Johnson, with the help and support of the SOROS Foundation, started a Debate Program in Latvia and trained teachers and students in her town about debating. The program obtained much support and interest from local teachers and students in all of Latvia and spread also to Lithuania. After Katherine left, PCV Alison Boak, together with local teachers, continued coordination of the program and expanded it to another region. They trained local teachers and Volunteers in debate structure, judging, and organized debate tournaments throughout the year. The teachers, together with the best students, participated in International Debate Tournaments in Eastern Europe. In addition, Volunteers developed contacts with other countries in Eastern Europe and helped to facilitate training programs for other teachers in other countries. All English teachers involved in the program agreed that the students had developed critical thinking skills and had received new motivation for their English language learning.

Through debates, discussions and individual student research projects, students taught by PCVs had demonstrated increased confidence in discussing issues related to AIDS awareness, alcoholism, smoking, health promotion, drug abuse, safe sex, the environment, gender issues, the problems of youth, diversity and minorities. They also gained tolerance towards different cultures.

handbook in Latvian/English to distribute to music students. The handbook contained music theory as well as blues/jazz/rock cultural knowledge of the United States. Another Volunteer developed a Basic Business English textbook, a one-semester guide for teaching Basic English in a business context. The book included a syllabus, lesson plans, activities, quizzes, tests, homework assignments and other supplementary materials. Moreover, Volunteers developed courses on teaching American literature in the secondary school, teaching Spanish as well as edited an exercise book for primary school English students.

All of this material, some of it unique, has been systematized and left at the Volunteers' schools for other teachers to use as they wish. The best of the material has been placed on a CD-ROM that has been distributed to schools throughout Latvia.

Volunteers worked on larger material development projects in order to meet the need of new locally available English teaching materials. For example, more than 2000 copies of a 119-page English Reader "Of Latvia and Other Places" were distributed throughout Latvia. Many local English teachers and Volunteers worked on this project by submitting reading materials. The same Volunteers produced and published at a non-profit educational press a 64-page Teacher's Manual, "Ideas that Work", that was also distributed to schools in Latvia.

Six Volunteers from Group 5 (1996) worked cooperatively to develop a listening cassette for preparation of students for the 12th Form Exam. This listening cassette included 14 separate theme-based dialogues spoken by the PCVs. The cassette and

**Volunteers in Development: Melissa Jillson, Group 6 TEFL PCV, in Jēkabpils.**

During her first semester of teaching, Melissa convened an informal meeting of English teachers where they could speak about themselves and their community in English through an open dialogue. Through the course of these gatherings, Melissa listened to the teachers when they noted that most materials and resources for English teachers are located in the capital city. The teachers observed that for most teachers in the region access and travel to obtain these resources was very difficult. With Melissa facilitating the discussion, the teachers concluded that it would be more efficient to create their own local resource center.

The Center was developed by three local teachers from different schools and Melissa, who encouraged their participation in a Project Design and Management Conference. After the conference, the project leaders began recruiting teachers to participate in seminars and in identifying useful resources. Networking and seminar development were the initial objectives, and the establishment of the physical resource center came later. The first seminar occurred in May, 1998, and the summer was spent developing resources. Seminars were developed in conjunction with the British Council, and a seminar teaching computer skills to English teachers was also completed. The most significant outcome of this process was the growing confidence that organizing these resources gave the teachers, all women. Initially, they expressed great reservation and nervousness, but later they felt confident about developing projects on their own.

accompanying materials were received by the Latvian Association of the Teachers of English, to be included in their resource center, available for copying, and accessible to the nationwide membership of the Association.

The resources and materials obtained and produced by Volunteers helped teachers and students improve their language learning and teaching. This was particularly important in the smaller sites where teachers and students had no access to resources that were available in larger towns.

Among the techniques used by Volunteers to develop critical thinking skills and to develop confidence in speaking were debate clubs and student parliaments. In establishing student parliaments in their schools, Volunteers organized seminars for the participants from the schools who were interested in setting up student governments. They secured funding and coordinated student leadership courses. Each year more and more schools in Latvia started to introduce this form of student involvement into school life and group decision-making processes. As a result, ten student parliaments in eight regions in Latvia were established.

By acquiring Peace Corps Small Project Assistance and other international and local funds, Education Volunteers opened Language Resource Centers in Rēzekne University, Higher School for Social Work in Rīga, Latvian Maritime Academy and Jēkabpils Gymnasium that were accessible to not only students and teachers but other community members as well. Resource Centers possessed books, magazines, newspapers, file cabinets with lesson ideas, plans and curricula, computers with access to Internet, audio-visual equipment, VCRs and other materials. Furthermore, Volunteers assisted schools and received funds from the SOROS Foundation to buy computers for the schools.

#### **Volunteers in Development: John Ross, Group 7 SED PCV, in Ventspils.**

"Doing Business in the 21st Century: a Training Forum for Establishing a Business Association in the Ventspils Region." This project was initiated by PCV John Ross and his co-worker from the Ventspils Regional Government, Inese Grigoruka. The goal was to establish a sustainable Business Club and to compile and publish a Business-to-Business Directory. According to the expressed interest and appreciation shown by the participants, local business leaders, government officials and the staff and students from the Ventspils College and Rīga Technical College, this was a very successful project.

A total of 33 men and women business leaders and government officials from Ventspils and surrounding communities attended interactive business seminars presented by PCVs John Ross, David Kreichelt, and Randy Scheid, and Ventspils Regional Government specialists. The sessions included: keys for conducting profitable business in the 21st century; essentials of marketing; bringing business ideas to reality; professional business expectations; networking and economic cooperation. Theoretical training sessions were combined with practical activities in the fundamentals of business and marketing.

After completing training, the Ventspils Regional Business Association "Brūģis" was established and registered in order to demonstrate the society's positive outlook towards entrepreneurs and entrepreneurship. The Business Association will continue to coordinate future activities and resources for business development. The members of the Association are supporting one another in all regional business activities by combining their business efforts. The Business-to-Business Directory, containing 60 business contacts with business descriptions, was compiled, published and distributed to the members of the Association. The Directory will serve as a reference source for business networking.

### **Small Enterprise/NGO Development**

When the project was launched in 1992, its purpose was to build small enterprise capacity in Latvia's rural areas by providing newly privatized *farmers* with access to those business skills necessary to profitably function in a free market economy. This did not prove feasible due to the reasons mentioned above, and by 1996 the project had been reoriented to serve small enterprise development in general, with a focus on rural communities.

During the period from 1992 until 2002, the SED/NGO project supported 32 communities in Latvia by bringing 57 SED and 14 NGO Volunteers. The SED/NGO Peace Corps Volunteers were assigned to sixteen regional and city governments, two municipalities, five enterprise support

centers, one local government, eleven agriculture consultation bureaus, four agriculture credit offices, two adult education centers, nine NGO support centers, ten other NGOs, and finally to the Latvian Tourism Board and EU PHARE. This allowed the Project to be flexible in matching Volunteers with the sites as well as maximize the use of their particular backgrounds.

The Peace Corps SED/NGO project assisted 1,382 newly privatized Latvian farmers and 4,673 entrepreneurs in gaining basic business practices and skills in locating and taking advantage of profitable points of supply and markets. The project also assisted 784 NGOs in development of organizational capacity, increased self-sufficiency, long range planning and organizational development. As a result, the long-term goals of the SED/NGO Project were achieved by a variety of Volunteer and community initiated activities and projects.

SED/NGO Volunteers spent the majority of their time advising individual entrepreneurs on business practices. They also developed and conducted seminars and workshops for their business and NGO clients designed to enhance their management practices and increase their understanding of the dynamics of a free market economy. They worked with local government officers to help improve municipal planning and management skills, with credit officers to increase their management and computer skills, with the tourist industry on ways to promote tourism in Latvia, with farmers in building their business capacity, and with NGOs in fundraising and board of directors development.

They helped create Business Advisory and NGO centers including Enterprise Support Centers in Riga, Rēzekne, Daugavpils, Valmiera, Liepāja, Jēkabpils, Ventspils and Saldus, and the Business Information and Coordination Centre in Līvāni.

In the tourism industry, Volunteers contributed to the establishment of networks among members of the industry, and cooperative relationships with regional and local governments. They helped establish the Talsi Tourism Information Center with a grant from the EBDP fund; encouraged the establishment of a Hotel and Tourism Information Center in

Mazsalaca; and promoted a project in Preiļi, Dagda, and Krāslava to create common tourist packages and share ideas to improve tourism in the region. Volunteers established contacts with the foreign press to promote tourism in Latvia.

Volunteers created publications to promote tourism and improve the operation of the industry. Included are brochures covering east, west and south Latvia as well as a "Latvia Hotel Guide," "Latvia Travel Agent's Manual," a 20-page "Tourism Marketing Brochure '97."

Volunteers created a large body of teaching materials in enterprise related subjects, since when the Peace Corps arrived, there was very little published material available to support the new entrepreneurs and NGOs. As part of their work, SED/NGO Volunteers wrote and published

**Volunteers in Development: Julia Harlan, Group 4 SED PCV, in Ventspils and the First Business Incubator in Latvia.**

Although Julia's site was in another city, she commuted the 100 km distance to Liepāja frequently. She assisted the Liepāja Enterprise Support center in opening the Liepāja Business Incubator. The Incubator was the first of its kind in the Baltics and provided support to between eight to ten small and medium-sized businesses.

The Peace Corps sponsored a feasibility analysis for the Incubator and co-sponsored the Liepāja Enterprise Support Center Director's participation in the US National Business Incubator Association's; Annual Conference. The feasibility analysis showed problems (and ways to solve them) in strategic planning and incubator budgeting. It also provided the need for some local small businesses to work under the incubator's roof. The Peace Corps' sponsorship for this project was more than \$15,000, including the local costs and the specialist's expenses for training and feasibility analysis.

Julia Harlan assisted the incubator specialist in the subsequent budget revision. For the Liepāja Enterprise Support Center the budget revision was continuous work. It was done on a quarterly basis in order to reach a positive balance. This project reflected a positive example of how a Volunteer and community groups from the Enterprise Support Center, the City Council and the business people worked in a joint team and contributed to a long term project.

booklets in Latvian such as:  
 "Guide to Marketing"  
 "A Farmer's Guide to Business Decision Making"  
 "How to Develop Business Plans"  
 "Farm Management Guide"  
 "Credit from a Banker's Perspective"  
 "Farm Business Management Education Project"  
 "Investment Guide of Kurzeme and Zemgale Regions"  
 "Nine Steps – a Short Guide on Organizing Charity Events"  
 "Funders in Latvia"  
 "Proposal Writing Handbook for NGOs"

Volunteers also developed materials and brochures describing economic and/or tourism potential of their cities and regions such as "Cēsis Regional Economic Development Report," "Marketing Brochure for Riga School of Crafts," "Kuldīga Tourism Promotion," a farm marketing brochure for farmers in Bauska, three accounting manuals for the Valmiera UAC, Latvian business managers and accountants as well as city information guides for Ogre, Cēsis and other towns.

A Geographic Information System (GIS) was developed for the Talsi Regional Government to enable staff to better identify and develop resources for Talsi regional economic development planning. Grants were awarded to other Volunteers to increase the resources at the Regional Educational Resource Center and for setting up a resource library at the Riga Stock Exchange.

#### **Volunteers in Development: Erik Markovs, Group 8 NGO PCV, in Alūksne.**

Erik was one of the three consultants at the Alūksne NGO Support Center. His professional activities included conducting seminars and workshops for NGOs on such topics as project design and management, board development, financial management and strategic planning. Along with two other Peace Corps Volunteers Erik facilitated 15 project design and management seminars in different Latvian cities reaching a total audience of approximately 450 people. One of his roles was researching international funding opportunities, advising on project funding applications and evaluating individual NGOs. Erik attracted more than \$15,000 for the Alūksne NGO Support Center, and indirectly through consulting, helped attract more than \$100,000 for NGO clients.

Erik initiated a monthly "INFOpage" that is regularly distributed to more than 60 organizations nationally, including other NGO Support Centers, government institutions, funders and NGO clients. The "INFOpage" includes information on funding and educational opportunities, potential international partners and other NGO related issues.

One of the highlights of Erik's service was initiating, obtaining funding for and successfully implementing a project to promote the education of officers of 15 rural NGOs. The project was financially supported by the United States Information Service division of the American Embassy and involved six educational sessions, attended by 30 participants each, followed up by a monitoring system to ensure transfer skills.

Another of Erik's projects focused on economic opportunity for rural women. Together with the Director of Alūksne Small Business Support Center, Erik facilitated six 3-day workshops on customer service skills. The workshop participants were unemployed rural women seeking to educate themselves with the goal of finding gainful employment in the service sector. A total of 120 participants took part in the workshop.

The development of entrepreneurial skills in young people was an important objective for the SED/NGO project. Volunteers worked with the Junior Achievement economics programs and implemented them in many regions of Latvia including Lielvārde, Rēzekne, Ogre, Kuldīga, Jelgava,

#### **Volunteer in Development: Creation of the Ludza Family Support Center: Sally Lavolette, Group 9 SED PCV, in Ludza.**

PCV Sally Lavolette, in cooperation with the Red Cross in Ludza, was a member of her agency team that designed and submitted a EU PHARE grant proposal to establish a Family Support Center in Ludza. The proposal was funded and Ludza received 130,000 euros to implement the project. Local cooperative partners in this project include the Town Council, Police Department, Hospital, Children and Youth Center, and Schools who are providing human resources for the project. These human resources include doctors, psychologists, teachers, social workers, and a center coordinator who will work with low-income families, street children, orphans, problem children, disabled children, single mothers, large families, and other marginalized groups of Ludza.

In the course of putting together this complex project, Sally was able to help the young Center Coordinator significantly improve his English skills, customer service, management and organization skills, and professional confidence.

Daugavpils and other smaller regions. Volunteers taught students and trained teachers about the JA programs and teaching methods. They also assisted the JA staff with the translation and distribution of the JA economics teaching computer game MESE (Management and Economics) to 14 secondary schools in Latvia. Moreover, an EBDP-funded project was implemented in Preiļi to provide three regional schools with books and computer materials in English, Latvian and Russian to improve economic knowledge of the students.

NGO development was a particular focus for Volunteers. Among the issues they addressed was fundraising. Volunteers and their counterparts were trained by the Peace Corps in elements of Project Design and Management at workshops offered periodically by Peace Corps staff. Using materials developed by the Peace Corps headquarters and adapted locally for both language and content, these workshops trained groups of Latvians in the art of project design, but also trained them to act as trainers in their own organizations.

Funding is a major priority for NGOs and Volunteers were highly successful in helping them write grant proposals. However, the NGO sector was dependent on foreign funding, and after the early years of the transition, such funding was less available. Volunteers turned their attention to ways that NGOs could gather support from local sources.

As an example, using SPA funds, eight Volunteers and eight NGOs organized a training event for 21 participants from Tukums, Alūksne, Rūjiena, Mazsalaca and Preiļi. Entitled "Charity Event Training: Breaking the Grant Mentality Rules in Rural Latvia," the training explored ways that NGOs can encourage local philanthropy, stage special events, and attract the interest of Latvian corporate sponsors. The training program culminated in a special fundraising event to which 170 local potential donors were invited to review the displays of materials prepared by the NGOs, including mission statements, products, services, and some items donated for auction. The event raised LVL 2,200 (approximately \$3,800) that was divided among the participating NGOs.

## Administration

The Peace Corps program was administered from the central office in Riga that was opened in March 1992. The Country Director, Associate Directors for Education, SED Programs and Administration, a Program and Training Officer, Medical Officers as well as Training Coordinators for the three countries worked in the Riga office. Host Country SED and TEFL Program Managers for Latvia were hired in 1993. In 1994 the office expanded by opening a Resource Center to better support Volunteers and meet their technical needs while working in Latvia. A Latvian Language Coordinator, part-time since 1992, became full-time at the beginning of 1995.

At the conclusion of the Peace Corps mission in the country, the Resource Center materials were distributed to seventeen organizations and agencies:

1. The University of Banking
2. The High School of Business and Management
3. The Children's Environmental School
4. The University of Economics and Culture
5. Selija NGO Center
6. Saldus Regional Council
7. Dobeles Adult Education and Information Center
8. The NGO Center
9. The Latvian Academy of Culture
10. The University of Latvia Faculty of Economics
11. The Association of Latvian English as a Second Language Teachers
12. Mazsalaca Resource Center of Teachers of English
13. The Vidzeme University College Library
14. Daugavpils University of Pedagogics
15. The University of Latvia Faculty of Education and Psychology
16. The Liepāja Academy of Pedagogy
17. The Latvian Association of Teachers of English

THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN ESTONIA IN 1992-2002



# Estonia

## Program Development

Estonia reclaimed its independence in 1991. The country committed itself to the transition from a command economy to a free market system and decentralization of power to the counties. One aspect of this process was the privatization of large state enterprises and farms, something that was likely to result in near-term increased rural unemployment and loss of agricultural productivity. In an effort to address these concerns, Estonia focused on identification of alternative economic strategies in rural development, including entrepreneurial skills development for both commercial and agricultural businesses. The Government of Estonia pledged its support to the local governments' economic development plans to promote private entrepreneurship. However, the plan to build small enterprise capacity in rural areas was hindered by the lack of business expertise available locally.

Moreover, the country wished to regain its place in the Western world, including access to business expertise, world markets, science, and technology. Lack of English language proficiency hampered these endeavors, slowing Estonia's progress. The country found itself with an overwhelming demand for English language instruction through all education levels. Therefore, the country needed a greater number of English language teachers as well as educational institutions for training new instructors or upgrading skills of currently serving teachers who were not English subject specialists.

A Country Agreement between the United States and Estonia was signed on February 6, 1992 by US Vice President Dan Quayle and the Head of Estonian Government, Tiit Vahi. The Peace Corps would assist in developing basic business skills necessary to participate in a market-driven economy and increase access to English language instruction in Estonia.

As in Latvia and Lithuania, the Small Enterprise Development project had a difficult beginning. As originally planned, the project focused on agricultural business advisory assistance. In early 1992 when the Peace Corps programming mission was in Estonia, legislation was in preparation that would have established an agricultural Advisory Service. While the first group of Volunteers was still in Pre-Service Training in the summer of 1992, the Advisory Service was abandoned due to a change in the Government. Thus, when the Volunteers reported to their sites, there was no governmental structure in which to work. An attempt made by the Peace Corps to involve the local government units in the sponsorship of the Volunteers met with some success. However, communication of the purpose and nature of Peace Corps services to the local level had been imperfect, and the lack of understanding of the potential assistance resulted in Volunteers having to identify their own niche in their communities. As in Latvia, there was a widely-held assumption that the Volunteers would be capable of reforming the agricultural production methods of Estonian farms. Much of the initial success of the Volunteers depended on the strength of the local governors to market the special business skills the Volunteers offered.

### Administrative Timeline

- ❑ Country Agreement signed February 6, 1992 by US Vice President Dan Quayle and the Head of the Estonian Government, Tiit Vahi.
- ❑ First Volunteers arrive June, 1992.
- ❑ Tallin Peace Corps office opened late 1992.
- ❑ Memorandum of Understanding between the US Peace Corps (Dagnija Kreslins, Country Director), and the Estonian Ministry of Culture and Education (Paul-Eerik Rummo, Minister) signed April 27, 1993.
- ❑ Memorandum of Understanding between the US Peace Corps (Dagnija Kreslins, Country Director) and the Department of Local Government and Rural Development of Estonia (Rait Roosve, Head of Department) signed on June 14, 1993.
- ❑ Responsibility for SED project shifted to the Department of Regional Development, Ministry of Internal Affairs, December 1993.
- ❑ Small Enterprise Development Project modified to include NGO component, 1997.
- ❑ Estonian Peace Corps office closed August 30, 2002.

In 1992 the Government of Estonia was in the process of re-organizing itself into a democratic structure. Consequently there was a period of frequent administrative changes that affected the Peace Corps. The responsibility for the Peace Corps program shifted among government officials several times, and no one person held the portfolio long enough to deal with the start-up problems being experienced.

While the Volunteers continued to build their own beneficiary pool, their tasks were varied and multi-faceted. The efforts of the Volunteers during the first six months were business-focused, but many of the tasks were those of community development as they conducted needs assessments, identified target markets and attempted to convince local governments to establish short and long-range development assistance for entrepreneurs.

For these reasons the second input of SED Volunteers scheduled for 1993, Group 2, was postponed for one year to establish a stronger base of support and direct agency sponsorship that was finalized nine months after the first Volunteers' service began. The portfolio was passed from the Department of Local Government and Rural Development to the Department of Regional Development at the Ministry of Internal Affairs in

December 1993. From that point, Volunteers were assigned directly to the municipality economic development units and worked toward establishing units of information and business advising within the government unit itself.

One further change in the SED project was implemented as Estonia's civil society structures took shape. Due to the rapid development of Non-Governmental Organizations in Estonia, the Peace Corps brought in NGO Volunteers in 1997 to support NGO management and development.



Early Service Conference (ESC) with the US Ambassador Melissa Wells (second from right), 1998

## Volunteer Assignments

### Primary Assignments

Volunteers were requested by an agency or a school and were posted to that agency as their primary assignment. Peace Corps Volunteers served in 64 towns and in 128 organizations in Estonia including secondary schools, universities, educational centers, NGOs, business advisory agencies and tourist information centers as well as city and county governments. Volunteers worked in all 15 counties.

As a matter of policy, the Peace Corps assigned Volunteers to as many communities as possible, stressing service to the smallest towns and villages. Of the 64 towns served, 78% had a population of less than 10,000. Volunteers were replaced in successive years in some organizations due to continuing or newly created projects that needed PCV involvement, or because they were umbrella organizations in which PCVs served the whole sector and assisted other PCVs in the country. In addition, the Peace Corps in Estonia geared its efforts to assist isolated Estonian regions and Russian-speaking areas that had the least access to international resources.

The first group of 22 Peace Corps trainees came in summer of 1992 and went through the intensive 11-week Pre-Service training program. That year 12 TEFL, and 9 SED Volunteers were sworn in to serve in the country for two years. Each subsequent year a group of new Volunteers joined the Peace Corps family in Estonia. In all, 9 groups totaling 163 worked in Estonia as Volunteers, except, due to the reasons described above, there was no Group 2 SED in the year of 1993. Totally, 40 SED, 15 NGO, 100 TEFL and 8 Teacher Trainers served in Estonia in 1992-2002.

## Secondary Projects

Volunteers are considered to be "on duty" 24 hours a day, seven days a week, except when on their annual leave. Without the responsibilities of home and family, they are able to devote 100% of their time to attaining the three goals of the Peace Corps. In addition to their primary assignment as a teacher or business advisor, all Volunteers carried out secondary projects that usually involved assisting community groups realize their own projects. The Volunteers had an "outreach day," negotiated in advance with their site supervisor, in which they were able to work with other people in the community. Each Volunteer carried out multiple projects during his/her service whose impact is immeasurable. This report cannot do justice to the variety of secondary projects or their accomplishments.

The lines between TEFL and SED/NGO projects disappeared in these secondary projects and each Volunteer crossed over into activities of the other sector. SED/NGO Volunteers taught Business English in their centers or secondary schools, maintained English clubs or evening English classes in their town for adult learners. TEFL teachers assisted businesses with their English language correspondence, brochures, and other documents. They helped NGOs in their towns design projects and write grant proposals. Virtually all Volunteers taught the use of the computer and the Internet to their colleagues and clients, ranging from basic typing skills to the construction of web sites.

Secondary projects usually fell into the areas of environment, HIV/AIDS awareness, gender and development, sports, and youth-at-risk. They paid most particular attention to youth development as well as inter-regional and international networking and professional development among teachers and other professionals.

Intensive summer camps were organized around a variety of contemporary issues, all conducted in English giving the participants practice using the language for discussion and recreation. They also involved participants of both Estonian and Russian heritage, contributing to a better cultural

### **Volunteers in Development: Gulliver Branson, Group 7 TEFL in Rakvere.**

Gulliver worked as a teacher trainer/English methodologist at the Rakvere Resource and Teacher Training Center, and taught English to more than 200 students at Rakvere local technical school.

Gulliver displayed a great willingness to work outside his specific field of English language instruction. He helped to organize and plan the annual Vinni Youth Forums of 2000 and 2001 and Kauksi Business English Camp of 2000, serving also as a teacher in these events. These youth camps were both designed to enhance Estonian-Russian integration, promote respect and understanding of multi-culturalism, and address youth concerns, while at the same time helping students attain a higher level of English proficiency. He also obtained over 1500 books from sources inside and outside Estonia, which have been distributed to twelve education centers and school libraries throughout the country.

In an extended third year of service he helped establish the Lääne-Virumaa (West Viru County) Contemporary Information and Technology Center. This is a resource and training center for students, teachers and community members in the use of computers and Information Technology. Gulliver and his colleagues raised approximately \$100,000 for this project.

By acquiring Peace Corps Small Project Assistance, EBDP and other international and local funds, Education Volunteers opened Language Resource Centers in Turi, Valga, Rakvere and Laane Viruma County that were accessible to not only students and teachers but other community members as well. Resource Centers possessed books, magazines, newspapers, file cabinets with lesson ideas, plans and curricula, computers with access to Internet, audio-visual equipment, VCRs and other materials.

understanding between these groups. Three such camps are mentioned here.

The Põlva Democratic Youth Forum and the Vinni Youth Forum, together involving almost 300 young people, were organized in conjunction with other organizations and offered students the

opportunity to participate in democracy-building activities, take an active role in addressing contemporary issues within their communities, and help create networks to share resources among themselves, teachers and local authorities. The Northeast Estonia Student Business English Camp was a practical business and English language program targeted toward young ethnic Estonian and Russian students in Northern and Eastern Estonia, organized by business and education Volunteers. Each year about 100 students gained knowledge and skills in global business, communication skills, teamwork and the development of friendships between different cultural groups.

Summer camps and special projects in the primary assignment agencies were funded by a variety of international donors, governments and foundations. From SPA and EBDP funds alone, approximately \$255,743 was donated to support these activities. European funds and local contributions of time and facilities were also generously provided in support of Volunteer-generated projects.



Recycling campaign in Vändra, 1997

## Major Accomplishments

As a skills-transfer project, all Volunteers were teachers of a sort, no matter their project assignment. They arrived at a time in Estonian history when very few resources existed to support either English instruction or business development. Consequently they created a huge body of educational resources for schools and business centers consisting of curricula, lesson plans, games, puzzles, teacher aids, audio tapes, reading materials, as well as textbooks.



Youth Forum in Põlva, 1999

They helped create resource centers, libraries, business centers, NGO centers and youth centers. They introduced the concept of networking among business professionals, NGOs, teachers, and local governments to enhance knowledge and effectiveness. They encouraged activities of professional development within school faculties and assisted teachers of other languages gain certification to teach English. They taught the principles of project design and management and the art of fundraising. Through their efforts, they have attracted millions of dollars from international donors to support the projects of local Estonian development.



Project Design and Management (PDM) workshop in Tallinn, 1998

## English Education

Originally the purpose of the English Education Project was to improve the English language proficiency of Estonian students in Forms 10-12 so that they could more easily access further English-medium education and information from

which they were isolated during the Soviet period. Additionally, it was intended that through the close involvement with English teachers in the schools, the Volunteers would be able to introduce them to modern, communicative methods for the teaching of English.

Since 1992, 108 PCVs, of whom eight were teacher trainers, have taught English in 29 secondary schools and 33 gymnasiums, two basic schools and two colleges, six technical schools as well as a medical school and a teacher training center. Volunteers have worked with 23,842 students from Forms 3-12 as well as with 1,631 teachers and 5,144 adult learners. Usually, Volunteers taught four days a week in their assigned schools. One day per week they spent on outreach program activity, either teaching or working on other projects with students, teachers, community members and in resource development. About 200 educational institutions in Estonia have benefited from Volunteer-produced resources or books and additional materials acquired for daily use through these outreach activities.

Volunteers taught 16-22 formal classes per week and spent after school hours helping students improve their English language proficiency. Through a variety of active classroom and informal activities and techniques, students were able to gain greater confidence in using English.

Of particular concern was preparation for the 12<sup>th</sup> Form examination. They organized and conducted practice and review sessions, research and discussion

### Volunteers in Development: Denise Salas, Group 3 TEFL PCV, in Kuressaare.

Denise Salas was the first non-Estonian to ever receive the esteemed honor of "Teacher of the Year". This award was given to only a handful of teachers throughout the entire nation. Denise was teaching on the remote island of Saaremaa which meant she could not always travel and gain access to materials and equipment on the mainland, as others could. Therefore, creativity and resourcefulness played a vital role in her classroom. Passing on her innovative skills, Denise organized English clubs, adult classes, holiday parties, conferences for teachers and worked closely with a tourist agency, the English Teachers' Center and British Council. She was even able to coordinate events on the island that attracted students and teachers from throughout the rest of Estonia.

of interview topics, writing practice, reading comprehension exercises, and practice interviews for their students. In addition to the activities for the 12<sup>th</sup> Form exam, a number of Volunteers were asked to assist students in preparing for the TOEFL exam, an examination needed for entry into universities in many English-speaking countries.

Volunteers enriched the students' learning experience through contests such as National English Language Competitions and English Olympiads. During these activities students were able to demonstrate their English knowledge and increase their self-confidence. They introduced debate to improve critical thinking skills, as well as drama, student newspapers, English clubs, and a wide variety of extracurricular activities, all designed to give practice in spoken English. Volunteers initiated and organized various student exchange programs across the Baltics, Eastern Europe and the United States. For example, Volunteers organized a basketball exchange to America that involved thirteen students and two coaches from five schools from Estonia and America. The exchange progressed into a yearly event.

Volunteers worked actively with teachers in their own schools, as well as in communities and regional educational institutions. Volunteers visited other schools in their area and delivered "open" lessons for teachers and students. Working together, Volunteers and local teachers learned by observing each other's classes and providing constructive feedback, a new concept for many local teachers. Also, Estonian teachers learned new ideas and teaching techniques in a learner-centered approach to teaching that was used by Volunteers. Volunteers also learned from local teachers about grammar teaching methodologies and classroom discipline.

Volunteers were actively involved in the Language Improvement Program in Estonian and Russian-speaking areas that helped teachers improve their English language skills. For example, together with the Pärnu Teacher Training Center, PCVs helped facilitate a Language Improvement Program conference for teachers of English as well as longer courses entitled "Practice Your English".

Volunteers and their co-workers organized and ran a Professional Development Program (PDP) for certified teachers in their communities such as Tallinn, Kohtla-Järve, Sillamäe and Narva. Volunteers also provided their support in a re-qualification program for Russian language and other subject teachers that enabled a number of these teachers to qualify to teach English in Grades 3-6.

Volunteers participated in the Estonian Association of Teachers of English (EATE) annual and Regional English teachers' conferences and seminars and gave presentations on cultural, methodological and language issues. They delivered sessions on essay-writing, how to better utilize a native speaker, how to use music, English newspapers and games in the classroom and many other topics.

**Volunteers in Development: Carleen Talty, Group 6 TEFL PCV, in Kuressaare.**

Carleen was active in training and sharing materials with different rural schools on her island. In the evenings she organized English club activities to help students improve their speaking skills. During the summers she helped to coordinate English camps for her school while developing resource materials for a Russian language school. These camps have developed into an annual week-long cross-cultural event. The camps were also the stimulus for cross-cultural exchanges with students from Lithuania and the United States.

One of the highlights of Carleen's Peace Corps experience was the opportunity to introduce her students to different cultural experiences. In December of 1999, she organized a 15-day boys' basketball exchange with a community in the United States. The boys' basketball team from Saaremaa went to North Carolina to compete with American youth teams and participate in a cultural exchange. The event was a huge success. Working from this success, Carleen organized a girls leadership exchange program with the U.S. that was held in summer of 2000. Carleen, working with Rotary International, helped girls from each community spend a month in each country while participating in leadership development activities.

In June of 2000 her school recognized her efforts by naming her an honorary alumna of Saaremaa Ühisgümnaasium. She was the first non-Estonian to be so honored.

Moreover, a number of Volunteers assisted the Estonian Ministry of Education in the grading, testing, interviewer skills transfer and material development of the national 12<sup>th</sup> Grade English examination. In addition, they assisted the English departments in their schools in designing and implementing profiled English curricula for students.

## Small Enterprise/NGO Development

The purpose of the project was to build small enterprise capacity in Estonia's rural areas by providing entrepreneurs and potential entrepreneurs with access to the business skills necessary to profitably function in a free market economy. The project was part of the Government of Estonia's wider effort to address the problem of rising unemployment through the promotion of small enterprise development. Consequently, the original goals of the program were to increase the number of rural Estonians skilled in basic business practices including record-keeping, planning, and marketing, as well as business capitalization and identifying sources of needed inputs and potential markets. As the program developed, there was increasing involvement of Peace Corps SED Volunteers in NGO development. In 1997, the Project Plan was modified to include a new goal of building organizational capacity and management in NGOs.

The country has benefited from 40 SED and 15 NGO Volunteers who served in 30 communities in 1992-2002. The SED/NGO Peace Corps Volunteers were assigned to ten county, six parish and seven city governments, ten business services and advisory centers, two regional development centers, Junior Achievement, the Human Rights Institute, a Tourism Information Center and Estonian National Tourism Board, the Baltics Small Equity Fund, and finally to ten NGOs. This allowed the project to be flexible in matching Volunteers with the sites as well as maximize the use of their particular backgrounds.



Seminar "Strengthening the Estonian Non-profit Organizations" in Pärnu, 1999

The Peace Corps SED/NGO project has assisted 6,394 entrepreneurs in gaining basic business practices, 3,290 rural Estonians in gaining skills in locating and taking advantage of profitable points of supply and market, and assisted 2,836 Host Country Nationals in effectively organizing and managing NGOs in Estonia.

The most common every day practices done by every SED/NGO Volunteer in Estonia were client consultations on basic business practices. Volunteers assisted entrepreneurs with business, strategic, and marketing plans, helped in identifying investment opportunities and potential investors/business partners as well as provided guidance with the local plans and budgets.

Volunteers together with their counterparts organized training courses and seminars on business planning, management, marketing, accounting, business ethics, computers, resume writing, selling skills, banking, and many other business-related subjects. Volunteers have also designed and taught courses on public speaking, and organized discussion groups, "EU Village Coffee Talks," in over 30 villages throughout Estonia with the goal to increase EU awareness among Estonian villages. A well-received and useful training was on Project Design and Management (PDM) first conducted by the Peace Corps staff, and then by the local Estonian organizations and Volunteers.

This teaches the principles and methods of creating successful projects of large and small scale that can enhance the chances of attracting funding.

A number of Volunteers assisted as professional consultants for Junior Achievement Applied Economic Courses in high schools. Seminars and training courses for teachers in country schools were organized and presented in each of Estonia's 15 counties. In addition, about 60 teachers were trained, during three 3-day training seminars, to teach JA's GLOBE (Global Learning of the Business Enterprise) program, which was incorporated in JA's Curriculum for the 1997-98 school year. Another PCV networked with an American delegation traveling to Estonia and obtained a grant of \$1000 to purchase three classroom sets of JA GLOBE materials from the Rhode Island Chamber of Commerce and Bryant College in Rhode Island. Another Volunteer assisted JA in fundraising and networking with local and international companies, helped to find funding through EBDP grant for students and teachers and JA local staff to attend the annual European-wide students' company competition in Denmark in 1997.

PCVs participated in setting up Business Advisory and NGO Centers. Furthermore, Volunteers helped different organizations train their management and employees in building organizational capacity, plan their activities, develop grant proposals, improve fund raising skills, work with clients and foreign and local partners, and develop their boards of directors. Good examples of different activities initiated and supported by Volunteers were establishment of an Economic Development Center (an NGO) in Tapa with funding from the U.S. Embassy's Democracy

Commission, and participation in the EU-funded project "Business Around the Baltic Sea", where the Haapsalu Business Center was involved.

Volunteers contributed a great deal of work to tourism development. One Volunteer was assigned to the National Tourism Board and coordinated activities in the rural sector that included farm tourism and tourism

**Volunteers in Development: Steve Greimann, Scott Slankard, Noelle Withers, Group 8 SED/NGO PCVs in Võru, Haapsalu and Palamuse.**

Five Group 8 Peace Corps Volunteers developed an interactive, entry-level marketing seminar for retail and wholesale Estonian businesses of five employees or less. Designed to familiarize small marketing enterprises with fundamental marketing principles, the Power-Point presentation highlights three main areas: definition of marketing; finding a niche in the marketplace; and customer satisfaction. One of the major goals of the PCVs' marketing seminar was to provide an opportunity for small businesses to become fully aware of the services available to them at government sponsored small marketing enterprise centers. In order to assure sustainability after the seminars, the host agency in collaboration with the local PCV, worked to develop long-term relationships with local small businesses by assisting them to improve the delivery and quality of their services and with methods of increasing each business' profitability. In addition to the full-length seminar, an abridged version was offered to the local high school and/or business English class at each location where the seminar was presented.

The core group of PCVs, Steven Greimann, Scott Slankard, and Noelle Withers, conducted a series of interactive marketing seminars. Interest in this seminar was so great that other regional enterprise support centers throughout Estonia expressed great interest in hosting the seminar, even though there was not a PCV in that location. The Volunteers traveled throughout Estonia to present this seminar.



Junior Achievement and US Peace Corps Professional Career Day in Tallinn, 1998

brochure development. Another Volunteer developed a tourist display and secured funding for a presentation at an international tourism conference in Sweden for the island of Hiiuma. He also placed historical/tourism signs in English and Estonian on the island, which was a novel concept at the time.

Business Volunteers who worked in educational institutions developed not only curriculum for business courses but also session plans on various business topics including marketing, business communication, computer business application, money and banking, foreign exchange market, worldwide financial system, accounting reports and many others.

In addition, Volunteers taught Business English classes, organized community English clubs, and taught adult classes. One Volunteer designed an introductory “crash course” for beginning learners of English; another had an English language program on the local radio station in Põlva; and one more created a negotiation game which enabled high school students to develop their negotiating skills in two-week long summer economics camps.

#### **Volunteers in Development: Robben Romano, Group 6 NGO PCV, in Tartu.**

Robben served at the Lake Peipsi Project (LPP), an NGO dedicated to environmental reforms in Tartu, Estonia. The period during which Robben worked at LPP was a time of radical, exciting changes in the organization. From a small, unorganized, and very troubled agency (lack of funding and governmental support), LPP transformed itself into a strong, organized institution with a well-trained staff, a clear mission, goals, and a vision of their future. According to Robben’s supervisor’s own words at LPP, “It will not be an exaggeration to say that it happened because we were fortunate to have a very skilled, experienced, and dedicated NGO developer, PCV Robben Romano.” During Robben’s service, LPP staff doubled and their budget increased. Today they have partners among governmental organizations and international organizations. As part of the development of LPP, Robben helped guide the transition of the Lake Peipsi Project, a local NGO, to become the International Center for Transboundary Cooperation, and the growth of the organization’s integration program for the multicultural, multilingual Estonian society.

Volunteers, together with their counterparts, worked on materials development projects. For example, a Volunteer in Tapa worked with colleagues to produce a business catalog that was used to market much of Tapa’s available vacant land and buildings and attract investors. Other Volunteers put together a 99-page e-mail directory including contact information for companies all over Estonia that was distributed to SED Volunteer sites. A group of PCVs developed and published a “Total Quality Management” training curriculum.

## Administration

The Peace Corps program in Estonia was administered from a central office in Riga and the satellite office in Tallinn. The Tallinn office was

opened in 1993 and had two Program Assistants, English Education (TEFL) and Small Enterprise Development (SED). The Program Assistants were promoted in 1996 to the title of Program Manager and carried thereafter primary responsibility for the operation of the Peace Corps program in Estonia. In 1993, an Office Manager position was created. The Resource Center was opened in March 1995 and was coordinated by a part-time Resource Center Manager. Until 1998, medical support for Volunteers was provided by part-time local and American medical staff. In 1999 a full-time American Medical Officer started working in Estonia. Estonian Language Coordinators worked part-time to meet the Volunteers’ language learning needs.

At the completion of the Peace Corps mission in the country, the Resource Center materials were distributed to four organizations and agencies including the Pärnu Teacher Training Center (NGO HarKo), Rakvere Regional Language and Teacher Training Center, Tartu NGO Center and Kivioli Regional Development Center.

## Chapter III. Conclusion

The closure of Peace Corps in Estonia, Latvia and Lithuania brings both a sense of nostalgia and a sense of celebration. Volunteers and their counterparts are nostalgic about their past experiences and proud of the legacy they all created, the legacy that is an individual achievement of Peace Corps Volunteers and Estonian, Latvian and Lithuanian co-workers who have worked together to improve their community. They have taught students who have gone on to higher education and coached entrepreneurs who have created businesses that employ other people. It is a legacy of bridge-building between the people of Estonia, Latvia and Lithuania and the people of the United States. It is a legacy of mutual learning and growing respect for one another as cultural understanding increases. It has been an experience that has touched many people in different ways, Volunteers, students, co-workers, and the national professional staff who have made it possible for Volunteers to do their work.

Furthermore, the Peace Corps has been witness to the rapid development of Estonia, Latvia and Lithuania and can take pride in its participation. Volunteers who have served there, staff who have constantly supported them, the government, and the people of Estonia, Latvia and Lithuania, can congratulate each other on the lasting success of their partnership. The partnership will continue to enrich the lives of American and Baltic colleagues, their families, and their friends who have been given a glimpse into the life of people who live in a distant land.

"Even if we are in different parts of the world, we do care what is happening to each other."-  
Ginta Plesa, a teacher at Krimulda Secondary School in Ragana, Latvia.

From the Baltic People's perspective:

### **Sirje Tarraste, Tartu Forseliuse Gymnasium, Estonia**

"I was (Volunteer's) official co-worker and we spent hours together trying to solve teaching problems, to understand better our students' and colleagues' attitude and to find out how beautiful Estonia actually was. From the other side I got the very best information about American life-style, traditions, customs and of course, I could practice my English."

"Working together with Volunteers, sharing their joy, success and sometimes depression, have given me good understanding of their doings, their immense impact on Estonian school-life (and business-life as well) and themselves as personalities. I really admired these mostly young people, good representatives of their home country, far away from their families and friends giving their best for our small Estonia. It was truly nice to see Volunteers' enthusiasm and good will to work in very different circumstances"

### **Sirje Ehrenpreis, Märjamaa Gymnasium, Estonia**

"They (Volunteers) made us more familiar with American English, American culture and everyday people's life. I asked the students and they wanted to point out different teaching methods and communicating in English all the time. My personal experience working with PCVs has been highly positive, I have become more fluent and confident with English. I am still in touch with them and that means that I have got some new wonderful friends."

### **Tiit Madalvee, Suuremoisa Middle School, Hiiumaa, Estonia**

"Because of them (Volunteers) we managed to teach English to our children at a time when we didn't have an English teacher at all. Their service gave us the time to prepare one of our own as the new English teacher. She will graduate from the Pedagogical University next year and take over from our American colleagues. We are thus happy and unhappy at the same time."

### **Ilmo Jaanimagi, Vinni-Pajusti Gymnasium, Vinni-Pajusti, Estonia**

"Volunteer presence brought America very close to us. We understood that they were not just people on a mission but also simple, ordinary guys and very good friends. From a professional perspective the cooperation with the Peace Corps:

- brought the live English language spoken by native Americans to our students;
- eliminated the fear of the students to speak to foreigners and gave them more confidence in communicating in English;
- boosted the best English students, enthusiasm and interest in English;
- helped our students to win top places at county English language competitions in five consecutive years proving our students to be among the very best speakers;
- helped raise the level of English teaching in our school securing us a place among the best English teaching schools in the country;
- improved dramatically my own knowledge of English and speaking abilities resulting in my confident language that no universities and Estonian-language environment can give;
- gave the interested colleagues and local people an opportunity to speak English with a native speaker;
- confirmed the idea of English being one of the most important subjects in our contemporary school."

**Kaija Gertnere, Center for Non-Governmental Organizations, Riga, Latvia**

"Peace Corps embodies the spirit of volunteerism, which is critical component for the success of fledging NGOs. The Volunteers provide an example of what can be accomplished when someone gives to others with no thought of personal gain."

**Sarma Upesleja, Tukums NGOs Association, Latvia**

"Work of PCVs has impacted the development of open and democratic society thanks to their motivation, skills, persistence and genuine interest in promoting the idea of open and active society. PCVs' work changed the way of thinking of local NGOs on planning and organizing different events, as well as encouraging members of NGO to start actively working with foundations, sponsors abroad and to work with mass media."

**Silvija Andernovics, LATE, Riga, Latvia**

"There has been a long connection and while I will be sorry to see Peace Corps leave the Baltics, it is time that we stood on our own two feet and took responsibility for our education system and tried to address its shortcomings and to build on its strengths."

Many of the PCVs worked extremely hard to make their two years here in Latvia worthwhile and changed for the better because of their experiences here. Many of the co-teachers through their contact with the PCVs are different people, more confident and self-assured and learnt to look at the world from a wider perspective."

**Vaclovas Bražėnas, Anykšėiai J.Biliūnas Gymnasium, Lithuania**

"Peace Corps Volunteers who worked as teachers of English in our school were important to our school in several aspects. We needed more English teachers due to the increased number of English lessons but that was just the formal side of things. The psychological aspect was far more important: the community of schools in Lithuania was (and partly is) rather stiff and lacking self-assurance. The schools at that time had no chance to compare themselves to their counterparts abroad and were too closed. Volunteer's arrival at our school was like a blast of fresh air."

**Liucija Šiauėiūnienė, Kaunas Technological University, Panevėžys Campus, Lithuania**

"She (Volunteer) taught me professionalism in working with students and teachers. She was an excellent example of this. I continue to use the assessment and evaluation methods in testing students' knowledge that reach the maximum of objectivity. The English Resource Center that was established with the help of the Volunteer is alive and kicking." (Translated from Lithuanian.)

**Irena Knyvaitė, Business College, Utena, Lithuania**

"Thanks to (the Volunteer) I improved my English language skills and self-confidence. I have realized that everything is possible to find if you look for and socialize with people, discuss and work in a team."

"I also admired (Volunteer's) ability to plan for the future. The words "Future belongs to those who plan it" were in the Volunteer's classroom for a good reason." (Translated from Lithuanian.)

# Appendix A: Tables

Table 1: US Peace Corps/Baltics Volunteer Numbers in 1992-2002

Country	Group	*Total	SED	NGO	TEFL	ESP BE	TT	EXT	ETs, 1 <sup>st</sup> Year	ETs 2 <sup>nd</sup> Year
Estonia	1	21	9	-	11	-	1	3	3	-
	2	10	-	-	8	-	2	-	3	-
	3	19	9	-	10	-	-	4	1	1
	4	21	5	-	16	-	-	1	4	-
	5	13	3	-	10	-	-	1	-	1
	6	18	4	3	11	-	-	4	2	1
	7	19	3	4	12	-	-	1	2	3
	8	22	4	4	11	-	3	3	3	7
	9	20	3	4	11	-	2	N/A	1	1
<b>Total</b>	<b>9</b>	<b>163</b>	<b>40</b>	<b>15</b>	<b>100</b>	<b>-</b>	<b>8</b>	<b>17</b>	<b>19</b>	<b>14</b>
Latvia	1	21	7	-	12	-	2	-	1	-
	2	23	14	-	8	-	1	-	1	-
	3	18	8	-	10	-	-	-	-	-
	4	21	7	-	10	4	-	1	5	3
	5	12	-	-	7	5	-	1	2	-
	6	33	6	3	18	5	1	5	4	4
	7	24	5	3	12	4	-	2	2	2
	8	19	4	4	9	-	2	1	1	2
	9	21	5	2	12	-	2	N/A	-	2
	9A	6	1	2	3	-	-	N/A	-	-
<b>Total</b>	<b>9</b>	<b>198</b>	<b>57</b>	<b>14</b>	<b>101</b>	<b>18</b>	<b>8</b>	<b>10</b>	<b>16</b>	<b>13</b>
Lithuania	1	20	5	-	13	-	2	4	-	2
	2	20	12	-	7	-	1	-	-	1
	3	15	6	-	9	-	-	1	1	2
	4	27	10	-	12	5	-	2	2	-
	5	18	8	-	7	3	-	7	2	1
	6	24	8	4	11	1	-	5	5	4
	7	26	7	5	10	3	1	8	3	-
	8	22	3	4	12	-	3	4	7	-
	9	22	6	5	9	-	2	N/A	2	-
<b>Total</b>	<b>9</b>	<b>194</b>	<b>65</b>	<b>18</b>	<b>90</b>	<b>12</b>	<b>9</b>	<b>31</b>	<b>22</b>	<b>10</b>
<b>Total (Baltics)</b>	<b>9</b>	<b>*555</b>	<b>162</b>	<b>47</b>	<b>291</b>	<b>30</b>	<b>25</b>	<b>58</b>	<b>57</b>	<b>37</b>

\*Includes the number of Sworn-In Volunteers even if they served in the country for a very short time

SED- Small Enterprise Development

NGO- Non-governmental Organization Volunteers

TEFL- Teaching English as a Foreign Language Volunteers

ESP/BE- English for Specific Purposes/Business English Volunteers

TT- Teacher Trainers

EXT- Volunteers who extended their two year service

ETs 1st Year- Volunteers who early terminated during their first year of service

ETs 2nd Year- Volunteers who early terminated during their second year of service

Table 2: Age and Gender of US Peace Corps Volunteers in the Baltics

Age Group	% of Total	Men	Women
21-30	66	176	214
31-50	20	46	50
51-60	7	12	26
61+	7	9	22
<b>Total</b>		<b>243</b>	<b>312</b>

Table 3: Educational Qualification of US Peace Corps Volunteers in the Baltics

Type of Education	Number	% of Total
Secondary + Trade School	3	0.5
Bachelor	552	99.5
Master	132	24
Doctorate	7	1.3

Table 4: Number of Communities US Peace Corps Volunteers Served in the Baltics

Community	Number of Communities	% of Total
Small Rural (less than 10,000)	113	61
Medium Rural/Urban (10,000-100,000)	64	34
Large Urban (more than 100,000)	6	0.3
Capitals	3	0.2

Table 5: US Peace Corps/Baltics SPA Grants in 1994-2000

Country	Number of Projects	Total SPA Contribution (US \$)	Total Local Contributions (US \$)	Total Beneficiaries
Estonia	22	119,241.82	189,270.06	26,641
Latvia	46	182,023.32	260,705.81	155,622
Lithuania	41	206,051.14	326,951.99	2,243
<b>Baltics</b>	<b>109</b>	<b>507,316.28</b>	<b>776,927.86</b>	<b>184,506</b>

Table 6: US Peace Corps/Baltics EBDP Grants in 1993-1999

Country	Number of Projects	Total EBDP Contribution (US \$)	Total Local Contributions (US \$) (as reported only)	Total Beneficiaries (as reported only)
Estonia	43	136,502.13	75,865.52	4,709
Latvia	60	240,331.19	76,087.40	21,081
Lithuania	39	146,489.98	60,065.95	25,584
<b>Baltics</b>	<b>142</b>	<b>523,323.30</b>	<b>212,018.87</b>	<b>51,374</b>

Table 7: US Peace Corps/Baltics Staff Employment Status

Employment Status	Total	Baltics	Estonia	Latvia	Lithuania
US Direct Hires	19	19	-	-	-
FSNs (Foreign Service Nationals)	5	-	1	3	1
Personal Services Contractors (include US and Local Hires)	*77	10	17	38	13
<b>Total</b>	<b>101</b>	<b>29</b>	<b>18</b>	<b>41</b>	<b>14</b>

\*Includes the number of the same staff that had different positions/contracts, e.g., one person was a language coordinator for a period of time and a TEFL Program Manager for another period of time, so it counts as 2 contracts/ors.

Table 8: US Peace Corps/Baltics Professional Host Country National (HCN) Staff

Type	Total Number of HCNs in the Baltics	Estonian	Latvian	Lithuanian
Professional Program Managers	27	8	9	10
Administrative	28	2	24	2
<b>Total</b>	<b>55</b>	<b>10</b>	<b>33</b>	<b>12</b>

Table 9: US Peace Corps/Baltics \*PST HCN Staff in 1992-2000 in Numbers

Position	Baltics	Estonia	Latvia	Lithuania
PST Director	11	4	4	3
TEFL Technical Trainer	11	4	3	4
SED/NGO Technical Trainer	4	1	3	-
Cross-Culture Coordinator	15	4	5	6
Language Coordinator	27	10	8	9
Language Instructor	158	53	54	51
Administrative	55	17	19	19
Total	281	93	96	92

\*Pre-Service Training Host Country National Staff hired for the three-month positions to prepare Peace Corps Trainees for their service as Volunteers in the designated country.

Table 10: US Peace Corps/Baltics Operating Budget (US\$ in million) in 1995-2001

Year	Total Budget	*Program Support	**Volunteer Operations
1995	1.661	0.463	1.188
1996	1.503	0.748	0.754
1997	1.605	0.753	0.836
1998	1.822	0.866	0.955
1999	2.036	0.863	1.172
2000	2.148	0.966	1.182
2001	1.356	0.695	0.660
Total	12.134	5.357	6.750

\*Program Support includes staff salaries, except American direct hires, communications, rent, utilities, supplies, equipment, travel expenses and other services.

\*\* Volunteer Operations include Volunteer living, leave and settling-in allowances, travel, medical support, Volunteer training and other services.

## TABLES: LITHUANIA

Table 11: Age and Gender of US Peace Corps Volunteers in Lithuania

Age Group	Men	Women	% of Total
21-30	64	64	66
31-50	14	18	17
51-60	6	14	10
61+	4	10	7
Total	88	106	

Table 12: Educational Qualification of US Peace Corps Volunteers in Lithuania

Type of Education	Number	% of Total
Secondary + Trade School	2	1
Bachelor	192	99
Master	47	24
Doctorate	3	2

Table 13: Number of Communities Served in Lithuania: 55

Community	Number of Communities	% of Total
Small Rural (less than 10,000)	18	3
Medium Rural/Urban (10,000-100,000)	32	58
Large Urban (more than 100,000)	4	7
Capital (577,969)	1	2

## TABLES: LATVIA

Table 14: Age and Gender of US Peace Corps Volunteers in Latvia

Age Group	Men	Women	% of Total
21-30	66	76	72
31-50	12	20	16
51-60	4	10	7
61+	3	7	5
Total	85	113	

Table 15: Educational Qualification of US Peace Corps Volunteers in Latvia

Type of Education	Number	% of Total
Secondary + Trade School	1	0.5
Bachelor	197	99.5
Master	46	23
Doctorate	3	2

Table 16: Number of Communities Served in Latvia: 67

Community	Number of Communities	% of Total
Small Rural (less than 10,000)	45	67
Medium Rural/Urban (10,000-100,000)	20	30
Large Urban (more than 100,000)	1	1.5
Capital (766,464)	1	1.5

## TABLES: ESTONIA

Table 17: Age and Gender of US Peace Corps Volunteers in Estonia

Age Group	Men	Women	% of Total
21-30	46	74	74
31-50	20	12	20
51-60	2	2	2
61+	2	5	4
Total	70	93	

Table 18: Educational Qualification of US Peace Corps Volunteers in Estonia

Type of Education	Number	% of Total
Secondary + Trade School	0	0
Bachelor	163	100
Master	39	24
Doctorate	1	0.6

Table 19: Number of Communities Served in Estonia: 64

Community	Number of Communities	% of Total
Small Rural (less than 10,000)	50	78
Medium Rural/Urban (10,000-100,000)	12	18
Large Urban (more than 100,000)	1	2
Capital (400,946)	1	2

## Appendix B: Lists

## THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN LITHUANIA IN 1992-2002

No.	Town/City	Organization/School	PCV Name, Group
1.	ALYTUS	Municipality Business Advisory Center  Business College  Piliakalnis Secondary School Putinai Secondary School Tourist Information Center NGO Information Center Business Incubator	Carol Jenkins, 2 Ken Brown, 2 Paula Wojtan, 5 Judith Barnes, 9 Melanie Lavelle, 4 Paula Wojtan, 5 Sue Bowley, 6 Brett Bolstad, 7 Matthew Volz, 4 Chuck Barnes, 9 Judith Barnes, 9 Sue Bowley, 6 Chuck Barnes, 9
2.	ANYKŠČIAI	J.Biliūnas Secondary School	Mike Fuller, 3 Rhonda Stannard, 6
3.	ARIOGALA	Secondary School	Victoria Merkel, 8
4.	BALĖNAI	Balėnai Basic School	Lora Krumplis, 7 Heather Anderson, 8
5.	BIRŠTONAS	Municipality	Jane Evans, 7
6.	BIRŽAI	Aušra Secondary School  Atžalynas Secondary School  Kaštonai Secondary School Municipality Tourist Information Center	Mike Hahn, 1 Jake Wilson, 9 Paul Beckman, 4 Jennifer Knoeber, 7 Andrew Paul, 8 John Brown, 5 John Brown, 5
7.	DAUGAI	Agricultural School	Anthony Kinard, 9
8.	DRUSKININKAI	Senamiestis Secondary School	Stacy Larsen, 1
9.	GARLIAVA	Jonučiai Secondary School	Natalie Ricker, 3 Sonja Jurick, 5
10.	IGNALINA	Municipality Č.Kudaba Secondary School	Judith Bennett, 8 Erica Schwarz, 8
11.	JONAVA	Municipality R.Samulevičius Secondary School	Tom Reoit, 2 Shannon Thomas, 6 Nancy Young, 8
12.	JONIŠKIS	M.Slančiauskas Secondary School Municipality Education Center Aušra Gymnasium	Alfred Kueppers, 3 Michael Blasi, 7 David Abraham, 8 David Abraham, 8
13.	JURBARKAS	Secondary School No.2 Municipality	Michelle Fisher, 2 Paul Spevacek, 2 Brad Anderson, 4 Ryan Campbell, 7
14.	KAIŠIADORYS	A.Brazauskas Secondary School Municipality	Sarah Goss, 4 Susan Ann Wallace, 6
15.	KAUNAS	Technological College	Arthur Hawkridge, 1 Louis Cottage, 4 Kathy Summerfield, 5

15.	KAUNAS	Rasa Secondary School Business Advisory Center  Agricultural Academy Innovation Center Builders' Training Center  Economics College SIF- Social Innovation Fund  Women's Employment Information Center  Medical Academy Physical Training Institute KTU Business Training Center Regional Association of Small and Medium Enterprise Environmental Center for Administration and Technology Business College  Organization of Hearing Impaired Youth Municipality Vytautas Magnus University	Susan Cooper, 2 Timothy Barnard, 3 Nile Greenhalg, 7 Aaron Troutman, 3 Delanore Kreiser, 4 Juliana Lucey, 7 Irene Ratner, 4 Neil Jurick, 5 Nancy Young, 8 Neil Jurick, 5 Nancy Young, 8 Barbara Pastine, 9 Kathy Summerfield, 5 Linda Le, 6 Michael Romano, 6 Nile Greenhalg, 7  Gerald Pearlman, 9  Gerald Pearlman, 9 Barbara Pastine, 9 Linda Reed, 7 Kathy Summerfield, 5 Juliana Lucey, 7
16.	KAZLŲ RŪDA	Kazlų Rūda K.Grinius Gymnasium	Ricardo Zamora, 1
17.	KEIMĖ	Secondary School No.3 J.Graičiūnas Secondary School	Heather Nakonezny, 1 Desmond Marmion, 5
18.	KĖDAINIAI	Municipality	Ann Bradley, 6 Barbara Pastine, 9
19.	KLAIPĖDA	Chamber of Commerce Versmė Secondary School  N.Skučienė Humanitarian and Business College Ėžuolynas Secondary School Baltija Secondary School  Business Advisory Services Center Municipality, Social Care Department Pedagogical College Sendvaris Secondary School Spiritual Guidance Center for Youth	Indre Biskis, 1 Vincent Kreder, 1 Jennifer Naser, 3 Jeffrey Corbin, 4 Mark Haag, 7 Aimee Herring, 4 Leslie Kremer, 5 John Kremer, 5 Kelly Coleman, 7 John Kremer, 5 Lynette Andresen, 7 Katherine Prout, 7 Elizabeth Doyle, 8 Peggy Martin, 9
20.	KRETINGA	Municipality S.Daukantas Secondary School J.Pabrėža Secondary School	Jimmie Mollica, 2 (dec.) Christine Murphy, 4 Cynthia Miles, 7
21.	KUPIŠKIS	P.Matulionis Secondary School L.Stuoka-Gucevičius Secondary School	Michelle Pirkl, 1 Cy Kuckenbaker, 9 Kelly Coleman, 7
22.	LAZDIJAI	Municipality	Mark Kleinschmidt, 2 Ronald Czarny, 4

23.	MARIJAMPOLĖ	Municipality P.Arminas Secondary School Women's Activity Center Marijampolė Branch of Kaunas Chamber of Commerce Language Center	Michael Giordano, 2 Mark Leonardi, 6 Lisa Burrowes, 3 Julie Lamy, 7 James Willis, 8  Elizabeth Meyer, 9
24.	MAŽEIKIAI	Gabija Secondary School  Municipality  Pavasaris Secondary School M.Račkauškas Gymnasium Žemaitija Scouts Organization Movement "Stop the Crime"	Alyssa Gibson, 3 Darlene York, 5 Seth Kircher, 4 Robert York, 5 Lara Cox, 7 Claire Cramer, 7 Mike Mikolaitis, 9
25.	MOLĖTAI	Molėtai Secondary School	Janet Ellis, 3
26.	NAUJOJI AKMENĖ	Municipality Saulėtekis Secondary School Education Center	Erik Prussman, 2 Deana Murtha, 4 Sally Morrison, 8
27.	PAKRUOJIS	Atžalynas Secondary School Municipality  Education Center Žemyna Secondary School	Tate Renner, 1 Daniel Klaus, 2 Andrew Lyons, 7 Mauriel Holland, 9 Mauriel Holland, 9
28.	PALANGA	V.Jurgutis Secondary School	Martin Quinton, 2 Jill Collins, 6 Caryn Muellerleile, 7
29.	PANEVĖŽYS	Municipality KTU Panevėžys Campus  Vytyrys Secondary School Business Advisory Services Center  Panevėžys Branch of Lithuanian Association of Inventors Žemyna Secondary School Organization of Parents and Friends of Hearing Impaired "Adapta"	Heidi Jack, 1 Marilyn Ambrose, 2 David Moss, 4 Damon Stewart, 2 Christian Jones, 4 Jeffrey Chu, 5 Renee Keel, 7 Renee Keel, 7  Holly Parker, 8 Phyllis Lichenstein, 9
30.	PASVALYS	Lėvens Secondary School	Bridget Dolan, 9
31.	PLUNGĖ	Senamiestis Secondary School  Municipality	Kelly Latham, 5 Shawn Hunt, 6 Geoffrey Parish, 8
32.	PRIENAI	Municipality	Todd Mikelevičius, 4
33.	RADVILIŠKIS	Vaižgantas Gymnasium  Municipality Lizdeika Gymnasium	Michelle Olson, 2 Nancy DeMaranville, 8 Aaron Dayringer, 3 Douglas Myers, 6
34.	RAMYGALA	Secondary School	Merry Wolf, 7
35.	RASEINIAI	Šaltinis Secondary School	Maureen Mahoney, 1 Scott Mays, 6
36.	RAUDONDVARIS	Secondary School	Douglas Cochran, 1
37.	RIETAVAS	L.Ivinskis Secondary School  Youth Center	Ted Bongiovanni, 4 Joseph O'Grady, 8 Debra Matisoff, 6

38.	ROKIŠKIS	Municipality J.Tūbelis Secondary School Education Center Romuva Secondary School Pedagogical College	Chris Cummings, 6 Laura Cummings, 6 Sandra Hill, 8 Sandra Hill, 8 Sandra Hill, 8
39.	SALANTAI	Secondary School	Genealle Wigginton, 6 James Hodapp, 8
40.	SKUODAS	Bartuva Secondary School P.Žadeikis Secondary School Municipality	Peter Staubitz, 2 Heather Kaye, 4 Catherine Cannatella, 9
41.	ŠAKIAI	Municipality	Kari Knaust, 9
42.	ŠEDUVA	Secondary School	Greg Scopino, 7 Andrew Turner, 9
43.	ŠIAULIAI	Didžvaris Secondary School  Business Advisory Center KTU Šiauliai Campus/Šiauliai University  Business Incubator Foreign Language Center Club for Hearing Impaired "Auditas" NGO Confederation & Fund "Samarija"	Judith Benjamin, 1 Coleen Nicole, 4 Nicole Kehler, 8 Chris Helmkamp, 1 Daniel Beeby, 4 Coleen Nicole, 4 Ralene Kroenke, 6 Robert Russel, 6 David Abraham, 8 Blake Kehler, 8 Aaron Dayringer, 3 Andrew Turner, 9 Andrew Lyons, 7 Holly Parker, 8 Nicole Kehler, 8 Blake Kehler, 8
44.	ŠILALĖ	Darius and Girėnas Secondary School	Jason Kane, 5
45.	ŠILUTĖ	1 <sup>st</sup> Gymnasium Vydūnas Gymnasium  Municipality	Sean Connolly, 1 Trey Young, 4 Sara Werth, 6 Linda Reed, 7
46.	ŠIRVINTOS	L.Stuoka-Gucevičius Secondary School Municipality	Melissa Schneider, 5 Erika Wilson, 6 Kay Shatrawka, 9
47.	ŠVENČIONYS	Municipality  Z.Žemaitis Gymnasium	Robert Russel, 6 Pamela Thompson, 7 Eric Reiff, 8 Leslie Robinson, 9
48.	TAURAGĖ	Municipality  Women's Employment Information Center	Anne Casper, 2 Ann Pellagrini, 8 Ann Pellagrini, 8
49.	TELŠIAI	Krantas Secondary School Municipality Business Incubator Children and Youth Psychological Center Education Center Secondary School No.8	Andrew Libby, 1 Jim Prosser, 2 Andrew Lyons, 7 Sylvia Shaw, 8  Delana Boatright, 9 Delana Boatright, 9
50.	TRAKAI	Vytautas Didysis Secondary School	Bonnie Carlson, 1 Deborah Stengle, 9

51.	UKMERGĖ	Užupis Secondary School Municipality	Ann-Nora Hiram, 2 Joel Waters, 2 Kathy Luscek, 4 Madeleine Von Laue, 7 Brian Chabowski, 4
52.	UTENA	J. Basanavičius Secondary School Saulė Gymnasium Business College Municipality	Michael Phillips, 1 Allen Dammann, 4 Marlene Johnson, 7 Robert Anderson, 9
53.	UŽPALIAI	Secondary School	Rita Guriel, 9
54.	VILKAVIŠKIS	Aušra Secondary School	Amy Jo Carroll, 3
55.	VILNIUS	Biržiška Gymnasium Pedagogical University  Vilnius University Women's Study Center Junior Achievement - Lithuania  Ministry of Education and Science  Information Institute Institute of Lithuanian Economy and Privatization Žirmūnai Gymnasium  Business Advisory Services Center  E. Rasteniė College of languages and Management Jewish Museum Institute of Pedagogics Lithuania Banking, Insurance and Finance Institute Electronics College NGO Information and Support Center  Lithuanian Special Olympics Committee Conflict Prevention Center Youth Psychological Aid Center US Baltic Foundation Magazine "Discover English" AA "Žingsnis"  US Peace Corps/Volunteer Coordinator  Ministry of Economy Lithuanian Tourism Department  Lithuanian Free Market Institute	Bonnie Carlson, 1 Patrick Chura, 1 Greg Scopino, 7 Sandra Lease, 1 Jim Prosser, 2 Tom Reoit, 2 Carla Galisin, 3 Terrence O'Connor, 4 Teresa Bonner, 5 Amy Jo Carroll, 3 Jason Kane, 5 Jennifer Knoeber, 7 Greg Scopino, 7 Samantha Fewox, 3 Samuel Selliff, 3  Shanna Taylor, 3 Collin Reynolds, 6 Cami Tsai, 4 Leonard Swain, 6 Elizabeth Demarest, 5 Elizabeth Demarest, 5 Jason Kane, 5 John McElwaine, 5 Geoff Parish, 8 Isabel Menken, 5 Tara Brabazon, 6 Nadine Hathaway, 8 Irwin Hertz, 6 Kevin Borrup, 7 Kevin Borrup, 7 Ryan Campbell, 7 Greg Scopino, 7 Erika Wilson, 6  Amy Jo Carroll, 3 Louis Cottage, 4 John Brown, 5 Erica Wilson, 6 Caryn Muellerleile, 7 Ryan Campbell, 7 Ronald Czarny, 4 Geoff Parish, 8

## THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN LATVIA IN 1992-2002

No.	Town/City	Organization/School	PCV Name, Group
1.	ADAZI	Secondary School	Steven Morrison, 7
2.	AIZKRAUKLE	Secondary School No.2  Agriculture Consultation Bureau NGO, Adult Education Center	Heather Huntly, 1 Mary Yates, 4 Craig McCook, 2 Rebecca Apter, 9
3.	AIZPUTE	Aizpute Secondary School	Katherine Prentice, 9
4.	ALUKSNE	Agriculture Consultation Bureau Gymnasium NGO Support Center	Christopher Spivey, 1 Susannah Conley, 4 Erik Markovs, 8
5.	ALOJA	Secondary School	Sarah Spangler, 7
6.	AUCE	Secondary School	Sally Miller, 2 April Krukowski, 4 Melissa Pavlik, 7
7.	BALDONE	Secondary School	Margaret Mudroch, 4 Kati Steinke, 6
8.	BAUSKA	Secondary School No.1  City Government	Kristen Butcher, 1 Amy Windju, 3 Laurie Stuart, 6 Kelly Denton, 7
9.	BALVI	Balvi Craftsmen Secondary School	Nicole Varnes, 6
10.	BROCĒNI	Secondary School	Andri Hallsteinnsson, 8
11.	BULDURI	Agriculture Consultation Bureau	David Cherenzia, 2
12.	CESIS	Agriculture Consultation Bureau  Cēsis City Grammar School  NGO, Adult Education Center Municipality	James Coslow, 1 Deborah Most, 3 Lisa Seelinger, 2 Matthew Riggs, 3 Chris Connolly, 5 Karie Trumbo, 7 Deborah Most, 3
13.	CESVAINE	Gymnasium	Richard Halvorson, 9
14.	DAUGAVPILS	Secondary School No.9 Pedagogical University Agriculture Consultation Bureau Enterprise Support Center  Secondary School No.6  Secondary School No.10 Southern Latgale NGO Support Center  Secondary School No.12 Secondary School No.4 Psychological Center Russian Gymnasium	Kevin Horton, 1 Chris Siliski, 2 Mike Wharff, 2 John Matlock, 3 David Scully, 6 Darcy Mailander, 4 Gary Lyasch, 5 Philip Stepping, 9A Samantha Daniels, 6 Samantha Daniels, 6 Daniel Freedenberg, 9A Thomas Ross, 6 Katherine Vieira, 8 Catherine Iannello, 9A Jennifer Jordan, 3
15.	DOBELE	Adult Education Center	Nancy Poopongpaibul, 9
16.	DRUVA	Secondary School	Brenda Murphy, 5 Melissa Brickey, 7 Timothy Jacobs, 8
17.	DUNDAGA	Local Government	David Kreichelt, 7
18.	ENGURE	Maritime College Local Communities Cooperation Union "Engure"	Antony Redman, 6 Jude Pecora, 9

19.	GAUJIENA	Gymnasium	Emily Pearson, 9
20.	GULBENE	Agriculture Consultation Bureau Gymnasium  Secondary School No.2 Adult Evening School	Paul Felin, 2 Erik Loe, 5 Robert Schumacher, 7 Robert Schumacher, 7 Robert Schumacher, 7
21.	IECAVA	Secondary School	Antony Redman, 6
22.	JAUNPILS	Secondary School	Kristel Harms, 7
23.	JEKABPILS	City Government Danish Cooperative Gymnasium  Secondary School No.3 Sēlija NGO Support Center Agricultural Business College	James O'Reilly, 1 Linda Gratz, 2 Melissa Jillson, 6 Stuart Harden, 1 Jennifer Keahey, 8 Thomas Sinclair, 8 Christina Sharp, 9
24.	JELGAVA	Secondary School No.1 Agriculture Consultation Bureau Agriculture University Secondary School No.5 Regional Government, Agriculture Department Secondary School No. 4	Rue Murray, 1 Chris Mullen, 2 Todd Easley, 4 Gregory Sandberg, 4 Mary Adams, 4 Romolo Zaffaroni, 9
25.	JŪRMALA	Secondary School No.1	Randy Stieghorst, 5 Scott Nichols, 7
26.	KAĻĒTI	NGO "Bārtava"	Christine Deady, 7
27.	KALNI	Secondary School	Anne Pliska, 7
28.	KANDAVA	Boarding School	Tara Damhoff, 6
29.	KEGUMS	Ke gums Commerce School	Nanci Roth, 5
30.	KEMERI	Jūrmala Secondary School No.3	Lisa Frederico, 1
31.	KOKNESE	Secondary School	Amy Whitaker, 9
32.	KRASLAVA	Gymnasium Varavīksne Secondary School	Matthew Eitl, 8 Kathryn Stott, 9
33.	KULDIGA	Center Secondary School  Agriculture Credit Office Regional Government Gymnasium Secondary School No.2	Arthur Carucci, 2 Joyce Lipman, 5 Adam Smith, 3 Monica Francois, 6 Irene Oriend, 6 Melissa Holland, 7
34.	LIELVARDE	City Government Secondary School No.1	Lee Babcock, 1 Frances Clark, 2

35.	LIEPĀJA	Scientific Training Center Secondary School No.1 City Finance Department Latvia Agriculture Consultation Center J.Čakstes Secondary School No.10 Liepāja MZTK Technical University/Business School  Draudzīgā aicinājuma Secondary School No.5 City Government Enterprise Support Center  NGO Support Center Pedagogical Academy Secondary School No.7	Thomas Bernard, 1 Katherine Johnson, 2 Jim Ruth, 2 Fred Swanson, 2 Jon-David Settell, 8 Adrienne Tripp, 5 Dorothy Wilson, 6 Chris Hrabe, 6 Michael LaVolpe, 6 Michael LaVolpe, 6 Robert Lajeunesse, 3 Barbara Stegman, 9 Wayne Stegman, 9 Dyanne Durr, 9A
36.	LIMBAŽI	Secondary School No.3 Secondary School No.1	Stephanie Brown, 1 Lisa Nunn, 6 David Shubair, 9
37.	LIVĀNI	Foundation "Baltā Māja"	Kenneth Sweet, 8
38.	LUDZA	Agriculture Consultation Bureau Secondary School Red Cross	Terry Hoffer, 2 Priscilla Fox, 7 Sally Lavoilette, 9
39.	MADONA	Gymnasium  Regional Government	John Ginkel, 1 Denise Ross, 3 Erin Hess, 6 Joanne McGuire, 7
40.	MAZSALACA	City Government Secondary School	Lilita Matison, 6 Sarah Brehm, 8
41.	NERETA	Secondary School	Christina Sharp, 9
42.	OGRE	Secondary School No.1  Agriculture Credit Office Municipality Youth Health Center	Alison Boak, 3 Stephanie Frazier, 9 Douglas MacKinnon, 3 Douglas MacKinnon, 3 Diane Bartholomew, 7
43.	PLAVIŅAS	Gymnasium	Tiffany Gilmartin, 6
44.	PREIĻI	Regional Government Gymnasium  NGOs Association, Regional Government NGO Center	Jane Darling, 4 Kevin O'Donoghue, 2 Stephanie McBrayer, 5 Arnold Ehlert, 6 Nicole Spore, 8
45.	PRIEKUĻI	Secondary School	Lynn Mellor, 8
46.	RAGANA	Krimulda Secondary School	Katherine Aylward, 8
47.	RĒZEKNE	EC Phare Secondary School No.1 Rēzekne University  Agriculture Consultation Bureau Agriculture Credit Office Consumer's Rights Protection Center NGO Support Center	Susan Hahn, 1 Kevin Hood, 1 Scott Marriott, 2 Eric Edwards, 4 Darren Crovitz, 6 Susan Crovitz, 6 Christopher Powers, 9A Jim Raisner, 2 Mathew Buske, 3 Jane Young, 7 Courtney Queen, 9

48.	RIGA	Riga Commerce School  Latvia State University  Ilģuciema Secondary School Agriculture Finance Consultant/World Bank Riga State Gymnasium No.1  Craftsmen Secondary School Riga Teacher Training and Educational Management Academy Latvian Tourism Board US Peace Corps  Maritime Academy  Higher School for Social Work "Attistiba"  Enterprise Support Center Secondary School No.13 Riga Lomonosova Russian Gymnasium Ministry of Welfare Health Promotion Center Agriculture Credit Office LATE	Carol Hamblin, 1 Nora Milchen, 2 James Daniel, 4 Amy Thompson, 1 Matthew Marino, 6 Angelique Wanke, 1 Krieg Brown, 2 Neil McGurty, 2 Lisa Daniel, 4 Hugh Brown, 3 Andrea Stark, 3 Gretchen Coppedge, 6 Laurie Fredericks, 4 Julie Reimer, 4 Mette Karlsen, 6 Kristol Harms, 7 Robert Thornhill, 5 Juanita Carmi, 7 Julie Reimer, 4 Anne Branchfield, 7 James Lee, 6 Wendy Standley, 9A Andrea Stark, 3 Lisa Daniel, 4 Lisa Daniel, 4 Charles Estes, 3 Thomas Ross, 6 Jennifer Keahey, 8
49.	ROJA	Secondary School	Jennifer Koerper, 5 Randy Scheid, 7
50.	ROPAŽI	Secondary School	Anne Branchfield, 7
51.	RŪJĪENA	Rūjiena Community House City Government	Allen Ingram, 8 Mickey Ingram, 8
52.	SABĪLE	Secondary School	Hilary Matthews, 9
53.	SALASPĪLS	Secondary School No.1	Michael Ronning, 9
54.	SALDUS	Saldus Gymnasium Regional and City Government	Mette Karlsen, 6 Eva Hall, 8
55.	SIGULDA	Sigulda Gymnasium	Christian Shults, 4 Gretchen Coppedge, 6
56.	SKRIVERI	A.Upiša Secondary School	Josset Gauley, 6 Carrie Slater, 8
57.	SKRUNDA	Secondary School No.1	Myrta Dicupe, 8
58.	SMILTENE	Gymnasium	Amy Martel, 2 John Kopilow, 4 Kelly Shannon, 6
59.	STREŅCI	Secondary School	Aimee Jayko, 9
60.	TALSĪ	Gymnasium  Regional Government North Kurzeme NGO Support Center	Kathy Nelson, 1 Wendy Falkoner, 3 Louis Castillo, 4 Aaron Gage, 8
61.	TUKUMS	Tukums Secondary School N.1  NGO Support Center NGOs Association	Kristen Warrens, 4 Susan Alden, 6 Susan Alden, 6 Stacie Birenbach, 6
62.	UGALE	Secondary School	Wendy Brown, 6

63.	VALKA	Agriculture Consultation Bureau Regional Council	David DeRousse, 1 Kelly Shannon, 6
64.	VALMIERA	Secondary School No.5  Enterprise Support Center  City Government Vidzeme College  Music School	Mark Sturdevant, 1 Christopher Harig, 3 Jeffrey Brakhage, 7 Kathleen Foster, 4 Jacqueline Granger, 6 Ann Salmirs, 6 Edward Moeller, 4 Jeffrey Brakhage, 7 Georgia Hutton, 9 Ivy LeGore, 7
65.	VENTSPĪLS	Entrepreneurs Support Center Secondary School No.4  Regional Government  Riga Technical University, Ventspils College  Secondary School No.1 North Kurzeme Regional Development Agency Center for Street Children "Nāc lidzi"	Nancy Stephens, 2 Yvette Castro-Green, 3 Judith Ross, 7 Julianna Harlan, 4 John Ross, 7 Julie Reimer, 4 Joshua Vanek, 6 Abra Edwards, 5 Chad T. Green, 3 Doris Myers, 9
66.	VĪSKI	Agriculture Secondary School	Mike Wharff, 2
67.	ZILUPE	Secondary School	Kathryn Stott, 9

THE UNITED STATES PEACE CORPS VOLUNTEER SITES IN ESTONIA IN 1992-2002

No.	Town/City	Organization/School	PCV Name_Group
1.	ABJA-PALUOJA	Secondary School	Karl Uhrig, 1
2.	AEGVIIDU	Parish Government	Kirsten Weiss, 3
3.	ANTSILA	Secondary School	Nathanael Roe, 2 Shalan Young, 4
4.	AVINURME	Secondary School	Andrew Elser, 8
5.	ELVA	Secondary School	Robert Oetjen, 1
6.	HAADEMEESTE	Secondary School	Gabriel McKeen, 5
7.	HAAPSALU	Wiedemanni Secondary School  Small Business Development Center Haapsalu Gymnasium/Language Center  Lääne County Government	Jennifer McDermott, 1 David Burkhart, 3 Scott Slankard, 8 Daniel Migden, 8 Stephanie Wallace, 9 Stephen Vinson, 1
8.	HIIUMAA	Hiiumaa County Government Suuremõisa Basic School  Käina Gymnasium Kärdla Gymnasium	Douglas Wells, 1 Mary Arden, 5 Stephanie Albers, 7 Harald Knudsen, 9 Harald Knudsen, 9 Stephen Courtney, 9
9.	IISAKU	Gymnasium	Nicole Paripovich, 6 Elisa Coffren, 8
10.	JÕGEVA	Secondary Schools No.1 and No.2 County Government	Seana Sperling, 1 Jennifer Weinbach, 3
11.	JÄRVAKANDI	Secondary School	Penny LaRock, 6
12.	JÕHVI	City Government Russian Gymnasium Human Rights Institute	Michael Stewart, 1 Thomas Benz, 5 Monica McGuire, 8
13.	JÄNEDA	Advisory Center	Michael O'Donoghue, 1
14.	KADRINA	Secondary School	Cynthia Conley, 1 Juliette Cubanski, 2
15.	KEHRA	City Government	Kirsten Weiss, 3
16.	RAKKE	Gymnasium	Tanya Kadesh, 6
17.	KILINGI-NÕMME	Gymnasium	Michael Dunphy, 7 Erin Gray, 9
18.	KIVIOLI	Regional Development Center Secondary School No.1	Elizabeth Parsons, 9 Ryan Wilkinson, 9
19.	KOHILA	Secondary School	Andrea Tomaszewicz, 4
20.	KOHTLAJÄRVE	Virumaa College  Secondary School No.13 Ahtme Gymnasium City Government Technical School	Theresa Michniewicz, 2 Stephen Burgin, 4 Jennifer Godwin, 3 Sara Early, 4 Mark Silverman, 5 Robert Doughten, 6 Zachary Evans, 8 Melissa Hinson, 8
21.	KOSE	Secondary School	Melissa Hinson, 8
22.	KUNDA	Secondary School	Colin McEvoy, 8

23.	KURESSAARE	Saaremaa Coeducational Gymnasium  Kuressaare Gymnasium  Kuressaare Technical School Business Service Center Saare County Government	Lary Kleeman, 1 Denise Salas, 3 Carleen Talty, 6 John Isles, 1 Wanda Wilson, 3 Victoria Malossi, 4 Tanya Kadesh, 6 Alexandra Kriofske, 9 Thomas Hammar, 7 Charles Wilson, 3
24.	KULLAMAA	Secondary School	Raymond Kubista, 7
25.	PÜRKSI	Noarootsi Gymnasium	Leigh Wilkerson, 1 Nina Chill, 6 Elizabeth Winslow, 8
26.	MÕDRIKU	Technical School	Rebecca Green, 9
27.	LAHTE	Secondary School	Nathaniel Jensen, 4
28.	LOKSA	Parish Government	Michael Auman, 4
29.	LOO	Secondary School	Lisa Martin, 5
30.	MARJAMAA	City Government Business Service Center Gymnasium	Lori Wittrock, 3 Audrey Scott, 7 Patricia O'Neill, 5 Holly Martin, 9
31.	MUSTLA	Secondary School	Melissa Heffernan, 4
32.	NARVA	Business Center Pähklimäe Gymnasium  Humanitarian Gymnasium Tartu University Narva College	Michael O'Donoghue, 1 Jan Drozd, 2 Jacquelin McKisson, 3 Joy Bustrum, 5 Julianna Arnold, 3 Jill Ritschard, 5 Amy Maraney, 9
33.	NARVA-JÕESUU	Secondary School	Mary Neal, 7
34.	NÕO	Real Gymnasium	lean Kleinhans, 7
35.	OTEPÄÄ	Gymnasium	Brenda Erickson, 3 Laura Bailey, 5 Jennifer Ciotta, 9
36.	PAIDE	Paide Gymnasium  Enterprise Development Center of Järva County	Renee Leck, 3 Douglas Spoolstra, 6 John Kirwan, 6 & 9
37.	PALAMUSE	Parish Government	Anne Withers, 8
38.	PALDISKI	City Government Youth Center	David Barbour, 3 Amy Neugebauer, 7
39.	PÄRNU	County Government NGO 'Shalom' Help Center	Linda Borland, 1 Kelvin Reese, 8
40.	PÄRNUJAAGUI	Secondary School	Kimberly Gustafson, 5 James Billings, 7
41.	PÕLTSAMAA	Parish Government Coeducational Gymnasium	Heather Butkowsky, 9 Stephanie Wallace, 9

42.	PÕLVA	Secondary School County Government Business Service Center	Karl Ehmann, 1 Peter Medine, 6 Blaine Carvalho, 3 Edward Greenwood, 6 Leslie Hopkins, 8
43.	RÄPINA	Technical School	Virginia Milstead, 8
44.	RAKVERE	County Government Department of Virumaa Business Advisory Center Gymnasium Technical School	Gerald Wirth, 1 Lilian McMath, 5 Iris Kurman, 2 Kevin Brannon, 8 Gulliver Branson, 7
45.	RAPLA	Secondary School No.1 Business Service Center	Richard Adang, 3 Jeffrey Sargent, 6 Peter May, 8
46.	SAUE	Gymnasium	Joseph Lumpkin, 4 Jessica Zeff, 7
47.	SILLAMÄE	Technical School	Matthew Derrick, 8
48.	SUURE-JAANI	Gymnasium	Roger Hemesath, 3 Marilyn Parks, 7
49.	TABASALU	Secondary School	Hyun loo Kim, 2
50.	TALLINN	Secondary School No.7 US Peace Corps  Estonian Center of Marine Education Estonian National Tourism Board Junior Achievement  Estonian Foundation Center (NAFE – Network of Nonprofessional Associations and Foundations) Medical School Väike-Oismäe Gymnasium Tallinn Teacher Training Center Baltics Small Equity Fund	Robert Turner, 1 Karl Uhrig, 1 Jennifer Weinbach, 3 Thomas Benz, 5 Carleen Talty, 6 David Brecht, 2 Kirsten Weiss, 3 Lori Wittrack, 3 Colleen McLaughlin, 7 Michael Krause, 4 Lisa Frankel, 6  Traci Krause, 4 Thomas Lucas, 4 Thomas Lucas, 4 Philip Butler, 7
51.	TAMSALU	Gymnasium	Maria Spray, 7
52.	TAPA	City Government NGO Enterprise Development Center Gymnasium	Roy Ladewig, 3 David Griffith, 5 Robert Hogan, 7 Hannah Dallmann, 9
53.	TARTU	County Government Raatuse Gymnasium Annelinna Gymnasium Chamber of Disabled People Center of Transboundary Cooperation Scientific Center Estonian Fund for Nature NGO 'Step by Step' Forseliuse Gymnasium Business Advisory Center	Scott Diel, 1 Sarah Anderson, 6 Pamela Paliskis, 6 Pamela Paliskis, 6 Robben Romano, 6 Jeff Vollmer, 6 Susan Murray, 8 Myra Emata-Stokes, 9 Christina Meiling, 9 Jeremiah Stokes, 9
54.	TOILA	Gymnasium	Alexander Rowe, 7
55.	TORVA	City Government	Alisa Zimmerman, 4
56.	TURI	Secondary School No.1	Colleen Kennedy, 2 Gerardo Lara, 4

57.	VÄIKE-MAARIA	Parish Government	Anne Turner, 7
58.	VALGA	County Government  Russian Gymnasium Gymnasium Basic School  Tourism Information Center	Michael Walton, 3 Ruth Kastanas, 6 Damien Francaviglia, 4 Dena Thorson, 4 Janice Gerling, 7 Kendell Kennedy, 8 Serena Chamberlain, 9
59.	VÄNDRA	Gymnasium Parish Government	Nicole Epting, 4 Tiffany Ramsey, 4
60.	VIIMSİ	Secondary School	Neil Coffee, 2
61.	VIJANDI	County Government C.R.Jakobson Gymnasium   Business Service Center County Gymnasium   Paalalinna Gymnasium Association 'Homeland'	Roger Pulkrabek, 1 Jennifer Haigh, 2 Hilvie Ostrow, 4 Shellie Andrews, 5 Sarah Schnell, 9 Aaron Ostrow, 4 Wendy LaBron, 1 Michael Stevenson, 4 Kelly McDoland, 6 Nicole Paripovich, 6 Michael Pellauer, 8 Brenda Paz-Saldan, 9
62.	VINNIPAJUSTI	Gymnasium	Thomas Lucas, 4 Amanda Thomas, 8
63.	VÕHMA	Secondary School	Dawn Balestreri, 1
64.	VORU	County Government   Kreutzwaldi Gymnasium/Võru Language Center	Ann Roy, 1 Susan Weizenicker, 3 Steven Greimann, 8 Rodney Addington, 8

## US PEACE CORPS ESTONIA, LATVIA AND LITHUANIA STAFF 1992-2002

### OFFICE OF THE COUNTRY DIRECTOR

No.	Name	Title	Year
1.	James D. Lehman	Country Director	1992
2.	Dagnija Kreslins Iluta Capus	Country Director Executive Assistant	1992-1994 1992-1994
3.	Edward Block	Country Director	1994-1996
4.	Baudouin de Marcken	Country Director	1996-2000
5.	Coralie Turbitt	Country Director	2000-2002

### OFFICE OF PROGRAM SUPPORT

No.	Name	Title	Year
1.	Jimmie Wilkins	APCD/SED Baltics	1992-1994
2.	Bill Edwards	APCD/SED Baltics	1994-1996
3.	Laine Lembavere	SED Program Assistant Estonia	1993-1994
4.	Michael O'Donoghue	SED Program Manager Estonia	1994-1996
5.	Jenifer Weinbach	SED Program Manager/Volunteer Coordinator Estonia	1996-1997
6.	Lori Wittrock	SED Program Manager Estonia	1997-2001
7.	Normunds Mizis	SED Program Assistant Latvia	1993-1994
8.	Dita Rutkovska	SED Program Manager Latvia	1994-2001
9.	Juris Balodis	SED Program Manager Latvia	2000
10.	Audronė Zubavičienė	SED Program Manager Lithuania Program Manager Lithuania	1993-2001 2001-2002
11.	Patricia Johnson (dec.)	APCD/TEFL Baltics	1992-1995
12.	Roz Wollmering	APCD/TEFL Baltics	1995-1996
13.	Chris Cushing	APCD/Programing and Training	1996-2001
14.	Jolita Norkūnaitė	Post Closure Events Coordinator	2001-2002
15.	Tiiu Kõiv	TEFL Program Assistant Estonia	1992-1994
16.	Sirje Tamm	TEFL Program Manager Estonia Program Manager Estonia	1994-2001 2001-2002
17.	Daiga Holma	TEFL Program Manager Latvia	1993-1999
18.	Indra Kūlite	TEFL Program Manager Latvia Program Manager Latvia	2000-2001 2001-2002
19.	Birutė Jatautaitė	TEFL Program Assistant Lithuania	1993
20.	Jolita Norkūnaitė	TEFL Program Manager Lithuania	1993-1998
21.	Rasa Vaškevičiūtė-Stuglienė	TEFL Interim Program Manager Lithuania	1998
22.	Roma Valiukienė	TEFL Program Manager Lithuania	1998-2001

### OFFICE OF TRAINING SUPPORT

No.	Name	Title	Year
1.	Arthur Chrisfield	APCD/Training Officer Baltics	1992
2.	Peter Burke	APCD/Training Officer Baltics	1992-1993
3.	Anna Rutins	Training Assistant/Coordinator Baltics	1993-1995
4.	Jimmy Harris	Programing & Training Specialist Baltics	1995-1996
5.	Edgars Kariks	Programing & Training Specialist Assistant Baltics	1995-1997
6.	Denise Salas-Wirth	Training Coordinator Baltics	1998-2001
7.	Rasa Vaškevičiūtė-Stuglienė	Cross-Cultural Coordinator Baltics	1997-1998

8.	Rita Perkons	Cross-Cultural Coordinator Baltics	1999-2000
9.	Maire Aarsalu	Language Coordinator Estonia	1993-1994
10.	Maia Evisalu	Language Coordinator Estonia	1994-1995
11.	Ene Alas	Language Coordinator Estonia	1995-1996
12.	Kirsi Rannaste	Language Coordinator Estonia	1996-2001
13.	Sandra Saulite	Language Coordinator Latvia	1992-1993
14.	Ilona Kiukucāne	Language Coordinator Latvia	1995-1997
15.	Indra Kūlite	Language Coordinator Latvia	1997-2000
16.	Ligita Grigule	Language Coordinator Latvia	2000-2001
17.	Jolita Norkūnaitė	Language Coordinator Lithuania	1992-1993
18.	Dainora Čepļiežūtė-Kerienė	Language Coordinator Lithuania	1993-1997 1998-2000
19.	Sigita Skroblienė	Language Coordinator Lithuania	1997-1998

### OFFICE OF MEDICAL SUPPORT

No.	Name	Title	Year
1.	Leo Zelkovich	Medical Officer Baltics	1992-1993
2.	Shirley Furst	Medical Officer Baltics	1993
3.	Olga Lozovska	Medical Assistant Baltics	1994-2002
4.	Connie Keeney	Medical Officer Baltics Medical Officer Latvia/Estonia	1993-1994 1994-1995
5.	Juris Zagars	Medical Officer Latvia/Estonia	1995-1996
6.	Karen Plavnieks	Medical Officer Latvia/Coordinator Baltics	1996-1998
7.	Mannie Roy-Bearden	Medical Officer Latvia Medical Coordinator Baltics	1998-2001
8.	Laura Kayser	Medical Officer Estonia	1995-1996
9.	Ahti Virkus	Medical Officer Estonia	1996-1998
10.	Michael Bearden	Medical Officer Estonia	1999
11.	Kathryn Clawson	Medical Officer Estonia	2000-2001
12.	Liz Blair	Medical Officer Estonia/Latvia	2001-2002
13.	Kim Skrtic	Medical Officer Lithuania Medical Officer Lithuania/Latvia	1994-2002 1996 & 2002

### OFFICE OF ADMINISTRATION

No.	Name	Title	Year
1.	Michael Lowrie	APCD/Administration Baltics	1992-1993
2.	Matt Oppenheimer	APCD/Administration Baltics	1993-1994
3.	Bill Hoover	APCD/Administration Baltics	1994-1997
4.	Bryan Ermatinger	APCD/Administration Baltics	1997-1998
5.	Marvin Pannell	APCD/Administration Baltics	1998-1999
6.	Rollyn Holger	APCD/Administration Baltics	1999-2001
7.	Linda Layfield	APCD/Administration Baltics	2002
8.	Dainis Strumpe	Cashier/Budget & Fiscal Officer/Analyst Baltics	1993-2002
9.	Gunārs Grizāns	Cashier Baltics	1992-1993
10.	Elita Ozoliņa	Cashier Baltics	1995-2001
11.	Juris Bariss	General Service Officer Baltics	1992
12.	Guntis Aboliņš-Aboliņš	General Service Assistant Baltics	1992-1993
13.	Gints Skudra	General Service Assistant	1994-1996
14.	Viesturs Upiitis	Office Systems Manager	1993-1995
15.	Guna Griķe-Vitola	Administrative Assistant/Office Systems Manager/ GAD Coordinator Baltics	1995-2000

16.	Inese Blekte	Administrative Assistant	1993-1994
17.	Agrita Žukure	Administrative Assistant/Cashier	2000-2002
18.	Eva Alberte	Secretary Baltics	1992
19.	Rita Tiliņa	Receptionist/Travel Coordinator Baltics	1993-1994
20.	Gunda Vilere	Receptionist/Travel Coordinator	1995-1996
21.	Linda Kalniņa	Receptionist/Travel Coordinator	1996-1997
22.	Lauma Uzija	Receptionist/Travel Coordinator	1997-1999
23.	Anda Getliņa	Receptionist/Travel Coordinator	1999-2002
24.	Jānis Hāze	GSA/Interpreter Baltics	1993-2002
25.	Māris Rikšs	GSA/Interpreter Baltics	1994-2002
26.	Valdis Bormanis	GSA/Interpreter Baltics	1993-2001
27.	Laine Lembavere	Office Manager/Cashier Estonia	1994-1996 1997-2001
28.	Kaja Kährrik	Office Manager Estonia	1996-1997
29.	Aivi Kuivonen	Administrative Assistant Estonia	2001-2002
30.	Ilona Kiukucāne	Resource Center Manager Latvia	1995-1996
31.	Indra Kūlite	Resource Center Manager Latvia	1996-2000
32.	Ligita Grigule	Resource Center Manager Latvia	2000-2001
33.	Patrick Chura	Office Manager Lithuania	1994-1995
34.	Michael Hahn	Office Manager Lithuania	1995-1996
35.	Aivaras Kandratavičius	Office Manager/Cashier Lithuania	1996-2002
36.	Dainora Kerienė	Resource Center Manager Lithuania	1998-2000