

PEACE CORPS TIMES



Focus—Niger

September/October 1986

From the Director

In recent months I have received a number of letters from Volunteers and Volunteer Councils requesting an increase in the readjustment allowance. I am also often asked this question while traveling. For those of you who have already written, or those Volunteer Advisory Councils who asked, thank you again for having taken the time—your concern is a valid one. I would like to take advantage of this column to share my thoughts on this issue with all of you.

There are, as you all know, many expenses incurred in the readjustment process and I realize that the allowance cannot possibly cover all of them for all RPCVs. In order to equal the buying power of the 1961 readjustment allowance of \$75.00, the allowance today would have to be \$272.00 per month. I am pleased that we were able to work with Congress in 1982 to have the allowance raised to its current level of \$175.00 per month, even though this increased our basic costs \$3,000,000 in a time of very slow budget growth. Today, Peace Corps is affected, as are most Government agencies, by the Gramm-Rudman-Hollings balanced budget act. We have been forced to eliminate some important

About the cover...

Not Don Quixote and Sancho Panza but our Volunteer of the Year for the Africa Region, Donald Beckley (lower figure) with his counterpart, Ibrahim Abdu checking a windmill in Niger. Beckley and Abdu have worked together for about two years. Abdu is now responsible for maintaining five project vehicles, four windmills, garden plumbing and fencing as well as upkeep of their project site. Beckley is scheduled to work on two more windmill projects before his tour is completed in December.

(Photo courtesy/Donald Beckley)

initiatives and reduce the number of PCVs by 600. As much as I might like to increase the readjustment allowance, it would be very difficult to do so at this time.

However, we are making every effort—especially during this 25th Anniversary year, to complement the readjustment allowance, by facilitating your return to employment or school after service. Peace Corps has initiated many efforts over the past few years. We have a very effective Returned Volunteer Services (RVS) program which offers career, educational and readjustment counseling and information to current and recently-returned Volunteers. The RVS staff is available to counsel Volunteers in many areas, such as resume preparation, job hunting techniques and interviewing skills, and can help returned Volunteers link up with their local RPCV group to assist with readjustment. To help meet the needs of the older returning Volunteers, RVS has developed a special resource manual for them. We have also reinstituted in-country Completion of Service conferences for all Volunteers. These conferences help prepare the COSing Volunteer for life back in the United States. An important element of these is the "Skills and Interests Self-Assessment" that RVS recently produced. This self-completing booklet helps Volunteers to determine their skills, abilities and interests and translate these into career/life plans.

Peace Corps is also working to locate specific opportunities for returning Volunteers. We are constantly increasing the number of schools offering scholarships and graduate assistantships for RPCVs. Our new Math-Science Fellows Program (initially funded by Xerox) at Columbia University's Teachers College, in which RPCVs teach in New York City schools while pursuing a master's degree in math or science education, has been a great success. Presidents of leading universities across America have agreed to advise me on other linkages that might be crafted. We have increased the number of employers advertising in HOTLINE, and RVS is currently developing a brochure

for employers that promotes the unique skills of RPCVs.

We have been actively increasing the public's awareness of the value of RPCVs to America. Chrysler Corporation Chairman Lee Iacocca said "The continued growth of America is going to depend more and more upon the kinds of skills, perspectives and cross-cultural experiences brought back by returning Peace Corps Volunteers." Our Office of Private Sector Relations/Development Education is working with America's business and educational communities to help spread this message. I believe that with their more active support and endorsement we will be able to help more returning Volunteers to find challenging, relevant employment after completing the valuable commitment you have made to help to bring peace through world development.



Loret Miller Ruppe

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Acting Public Affairs Director

Donnan Runkel

Peace Corps Times Editor

Dixie Dodd

Assistant Editor

Gloria Ross

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New Country Directors Named



Betty Crites Dillon

Betty Crites Dillon

Betty Crites Dillon returns to Peace Corps as Country Director for Tunisia, a country where she made Peace Corps history in 1965 by being the first woman ever to hold the post of Deputy Country Director. She continued her service there as Acting Director.

Then in 1967, she added another first to our annals—she was the first woman appointed as Country Director and was assigned to Sri Lanka, (then Ceylon). After returning stateside, she continued with Peace Corps as Midwest Regional Director for Recruitment and as Director of Special Services.

Prior to her early Peace Corps service, from 1960 to 1965, she was responsible for U.S. transportation policy in Africa and the Middle East as Air Transport Examiner at the Civil Aeronautics Board. From 1953 to 1958, she was special assistant to the Administrator of the Foreign Operations Administration which is now USAID.

Dillon served as the U.S. Minister-Representative to the International Civil Aviation Organization from 1971 to 1978 and was the U.S. Coordinator for the UN Decade for Women Conference held in Nairobi last year.

She graduated from George



Dr. Edmund Hughes

Dr. Edmund Hughes

Washington University and was a Princeton Fellow in public and international affairs at the Woodrow Wilson School.

Dr. Edmund W. Hughes is the new Country Director for Belize, the Central American country where Peace Corps has been since 1962.

Hughes has extensive experience in management and in working with volunteer organizations. From 1981 until earlier this year, he was President of American Humanics, Inc., a non-profit organization and was Vice President for Urban Affairs at Georgia State University from 1971 to 1981. He has been executive director of the Georgia Safety Council, general manager of the Atlanta Chamber of Commerce, account executive for Bell and Stanton, managing director of the Atlanta Traffic and Safety Council and was a reporter for the *Atlanta Journal*.

Hughes graduated with a degree in journalism from the University of Alabama. He received his master's and doctorate from Georgia State University. He will be accompanied to Belize by his wife, Vera Radford Hughes.

Linda Gray

RPCV Linda Gray has been appointed Country Director for the



Linda Gray

African nation of Niger which has hosted Peace Corps Volunteers since 1962. For the past two years she has served as APCD/Programming and Training in Zaire.

Gray graduated from Mary Washington College and received her master's from Georgetown University. At Georgetown, she was Director of International Student Activities from 1976 to 1980 and from 1981 to 1983 was Assistant Director of the Center for Immigration Policy and Refugee Assistance.

Gray and her husband, Jim, were PCVs in Liberia from 1972 to 1975. They have a son, Rafael, who is six years old.

Edward Butler

The Deputy Director of USAID/Botswana since 1983, Edward E. Butler has been named Peace Corps Country Director for Ghana. Ghana, in 1961, was the first country to receive Peace Corps Volunteers.

Prior to his assignment in Botswana, Butler was on the Africa Regional Affairs desk at USAID where he created several development projects. From 1966 to 1979, he worked on rural development and program management projects in Bolivia, Afghanistan, Costa Rica, Peru and Panama.

No stranger to Peace Corps, 24

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Focus—Niger

About the country....

Population: 6 million

Land Area: 490,000 square miles,
about 3 times the size
of California

Capital: Niamey

Languages: French (official),
Hausa, Djerma

Religion: Predominately Muslim,
some Christian and tra-
ditional (animist)

Terrain: About two-thirds de-
sert and mountains,
one-third savannah

Borders: Libya, Chad, Nigeria,
Benin, Mali, Burkina
Faso and Algeria

Landlocked Niger lies on the southern edge of the Sahara about 1,200 miles from the Mediterranean Sea and 1,000 miles from the Atlantic Ocean. Only four cities have populations of more than 20,000 making Niger a country of small villages and towns. About 90 percent of the people in Niger are concentrated in a narrow band along the southern border from Niamey to Lake Chad in the southeast.

The two largest ethnic groups are the Hausa and the Djerma-Sonhai. Together with the Kanouri, they farm the southern plains. North of this area, toward the Sahara, is the home of the nomadic Peul, Tuareg and Toubous, who travel with their flocks of cattle, sheep and goats in an endless quest for water.

Niger's single most important problem is the lack of water from either rainfall or ground sources.

France established an outpost in Niger in 1896 and sought military control but were held off until 1922 when Niger was administered through a governor general at Dakar, Senegal and a territorial governor. After World War II, Niger began to move toward independ-



Janet Rich of Hudson, Ohio, works at the PMI (mother-child health care) Clinic of Torodo. In her work she weighs babies, distributes food, checks blood pressure of expectant mothers, advises mothers of malnourished children and in general, delivers health education. She is a graduate of Radcliffe with a degree in anthropology. Prior to Peace Corps she did field work in Australia.

ence. In 1946, the French constitution conferred French citizenship on the people of its territories and provided for limited political participation. That year the Nigeriens elected their first Territorial Assembly with certain advisory powers for internal

government. Ten years later, actions by the French Parliament granted the country complete internal self-government and on August 3, 1960 Niger became an independent republic.

Focus—Niger

Peace Corps/Niger

In 1962, just two years after Niger received full independence from France, seven TEFL (Teachers of English as a Foreign Language) Volunteers arrived in-country to begin the history of Peace Corps in Niger. Today, Peace Corps/Niger fields a contingent of 150 Volunteers.

During the early 1960's programming in Niger, as in most other countries, centered on education. Our first program placed PCVs in cooperative development, village health programs, in classified forests and in junior and senior high schools. By the late 1970's the agricultural education, health education and forest programs were utilizing professionally qualified Volunteers. A new program in wildlife called for PCVs with expertise to assist the Government of Niger in park management. The fisheries program, on the other hand, which started with professionals had developed projects in which generalists could work. And, the TEFL program expanded to the university level.

For the past couple of years, Peace Corps has begun more active programming ... new math and science education, TEFL teacher-training programs, lab technician training, fuel conservation and expansion of the agriculture and forest activities into soil conservation and agriculture extension through AID's forestry and cereals projects and the development of Peace Corps' African Food System Initiative (AFSI).

The AFSI program design for Niger follows closely the country's priorities set by the Niger Ministry of Planning for increased food production at the village level. The starting point for Volunteers was the development of dry season gardening activities using small-scale irrigation techniques. Fourteen Volunteers are being placed in teams this year in and around Quallam and Say, near the capital city of Niamey. The teams are focusing their activities around community agricultural, agroforestry and water resource extensions.

Education: The education program, with 60 Volunteers, is the most respected and appreciated of



Carmen Gleason works as a computer expert and also does general farm operations for the International Crops Research Institute for Semi-Arid Tropics. Here she shows a co-worker how to computerize the spare parts inventory. From a farm background, Gleason graduated from Chico State and has experience in accounting and small business management. Her husband, Jim, is featured on the following page.



Joel Ehrendreich of Whitefish Bay, Wisc., is an agricultural research statistician and computer specialist working with INRAN. Here, at the end of the day, he works with his "adopted" family to thresh rice with an appropriate technology thresher. He has a degree in business administration from Duke University and took his junior year in France.

Focus—Niger

all programs in Niger. PCVs teach at the secondary and university levels. Secondary teachers, most of whom work in rural areas, have a class load of 18 to 24 hours per week. University teachers are assigned to the University of Niamey, primarily teaching in the English lab. Peace Corps/Niger is creating new textbooks for the English curriculum and conducting workshops for Nigerien teachers to improve their language skills.

Youth Development: PCVs in this program are 25 Volunteers involved in two main activities, teaching physical education at the secondary school level and working in local youth centers. At the youth centers, PCVs coordinate cultural and athletic activities and initiate projects which develop marketable skills for urban women. In the secondary schools, Volunteers teach physical education and coach a variety of sports.

Professional Health: At independence, Niger had only one school for training elementary level personnel. The middle and upper level personnel were educated outside the country and in limited numbers. Therefore, the Ministry of Health asked Peace Corps to help build a cadre of trained health professionals. The eleven Volunteers in this program, nurses and lab technicians, work in hospitals and dispensaries providing both professional health care to patients and medical training to Nigerien personnel.

Wildlife: Peace Corps is assisting the Nigerien National Park Service in setting up a National Park along the Niger River. Four Volunteers, with their counterparts, are involved in wildlife/vegetation research to find the best ways to protect and manage the wildlife in the Reserves.

Agricultural Research: Fourteen PCVs work under the direction of the National Institute of Agricultural Research (INRAN) in a variety of basic research programs. Assigned to both the national headquarters in Niamey and the research station in Maradi, PCVs are involved in plant breeding, soil testing and analysis, forestry research and statistical and

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Jim Gleason is an agricultural mechanic and equipment supervisor for International Crops Research Institute for the Semi-Arid Tropics. He is shown here teaching a Nigerien how to repair a vehicle with a rear brake problem. He and his wife, Carmen, are from Carmichael, Calif.



PCV D. Jack Sherry does research in forestry management, reforestation and soil conservation. Here he works with Tuareg laborers at La Foret Classee Guesselbode to measure trees to determine the benefits of fertilizer on native species. The project, funded by AID, helps to manage natural forests in Niger to provide firewood and to conserve the forests. From Monte Vista, Colo., Sherry received his degree in forestry from Michigan Technical University. Prior to Peace Corps he worked in the Rio Grande National Forest.

Africa Food Systems Initiative

Intensified and innovative agricultural projects are priorities for Peace Corps in this, our 25th Anniversary year. Although approaches vary among the 23 countries in Sub-Saharan Africa, where some 2,600 Volunteers serve, inadequate food production constrains all other development possibilities. To address this issue, Peace Corps has launched the **Africa Food Systems Initiative**, a long-term (ten year) collaborative effort assisting up to 12 Africa nations in reversing declining food production and attaining self-sustaining food systems. This year the program began in four pilot countries: Mali, Zaire, Lesotho and Niger (see accompanying story).

Under AFSI, our role is to assist local institutions and communities

develop and implement appropriate technologies to help increase food availability. Key objectives also include the upgrading of local capacity to continue the development process. Twenty-five years of experience in Africa provide Peace Corps with proven methods, a strong reputation and programming insights. Our method of applying that experience to the challenges of the food crisis in Africa reflects the nature of the problem itself: long term, multifaceted and is focused on the small farmer.

MALI: The Mali Initiative targets three agricultural zones ... rainfed, irrigated and mixed. In all three, Volunteers are at work with farmer groups to upgrade their response to new incentives and a range of tech-

nical packages. Working with women farmers is a major emphasis. In the rainfed area, Volunteers are being integrated into a major AID effort and are concentrating on farmers' associations. In the mixed area around Segou, PCVs are in tandem with a project principally funded by the European Economic Community. The emphasis is on dry-season vegetable production, agro-forestry and simple irrigation. In the area around Tombouctou, only irrigation provides hope for increased food security. Volunteers are working on the development of small-scale irrigation activities including several begun by AID and now continuing under the American PVO,

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Eric "Scott" Breidenbach of Gainesville, Fla., works in the Tillabery area in a wide variety of projects ... from fisheries to well construction, energy-conserving stove promotion to forestry. He is pictured here with villagers and their mud stoves. For every mud stove the villagers build, they receive an award of two trees. Briedenbach graduated from Duke University with a degree in biology and psychology.

(Niger photos—Carolyn Watson)



Edward Butler

years ago Butler worked with Peace Corps in Chile as a staffer for a Chilean organization. He has been a Peace Corps trainer for India and Kenya programs.

Butler did his undergraduate work at the University of Notre Dame. He holds a master's in social work from the University of Wisconsin and in international public policy from Johns Hopkins University. He and his wife, Ivonne, have two daughters, Marcella and Ivonne.

Lloyd Pierson

Lloyd Pierson, Country Director in Ghana since the spring of 1984, has assumed the same post in Botswana.

Peace Corps facts. The average age of Peace Corps Volunteers is 29. The ratio of men to women in Volunteer service is 52% to 48%.

RPCVs Plan Reunion in Peru

The reunion of RPCVs/Peru was just a warm-up of things to come for that group. More than 70 Peru Volunteers who served from 1962 to 1968 held a three-day get-together in Washington the last week of July. They came from all over the United States ... one even flew in from London ... to see old friends and

AFSI—from page 7

AFRICARE. About 35 PCVs are being sent to Mali this year with program expansion of up to 75 by 1988.

ZAIRE: The size and diversity of Zairian agriculture combined with the absence of basic infrastructure make it one of the most challenging of all African countries. At the same time, Zaire's untapped potential is enormous. Not only does it have the capacity to feed itself, but could provide considerable food to its neighbors. The first teams of PCVs are concentrating on water development. We currently have 14 PCVs involved in the program in Zaire.

LESOTHO: Lesotho presents another kind of challenge. With nearly 40% of its adult male laborers employed in South Africa, Lesotho is currently cash wealthy with very little agriculture production underway. Three factors make an increase in food production crucial in the next ten years; constraints of low-cost imported food, reduction of arable land due to drought and overgrazing and an increase in population coupled with the likelihood of a decrease in jobs in South Africa. Volunteers are focusing on vegetable/fruit production, small-scale irrigation and soil conservation/land productivity. In collaboration with AID, CARE and the Catholic Relief Services we have developed a program to address these agricultural problems at the level of the individual farmer. The Lesotho program hopes to field 30 Volunteers by the end of this year and 65 by 1988.

Studies are currently being made for the countries of Sierra Leone, Guinea, Senegal and the Central African Republic.

catch up on 20-plus years of life-after-Peace Corps.

They feasted on Peruvian food prepared by RPCV organizers Judy Olsen Levine, Mary Hennessey and host Michael Wolfson. Overseers of the cooking project were the administrative assistant of the Peru Peace Corps office in the 60s, Nina Portaro Burke who now resides in Washington. Her mother, Delia Portaro who luckily just happened to be on a visit from Lima, gave the dishes an authentic touch.

Festivities included an evening at a Peruvian restaurant, JP's of Arlington, Va., partly-owned by RPCV Paul Stroh. He and his Peruvian wife Lucy were married while he was a Volunteer. Not only were there warm camaraderie and good, genuine national food, the group also enjoyed the Andean music played by a lively five-piece "conjunto" band.

There was a family picnic at the Tidal Basin Park on the Potomac River and the event wound down at the home of RPCVs Dick and Betty Cooper Rossignol in Lynchburg, Va.

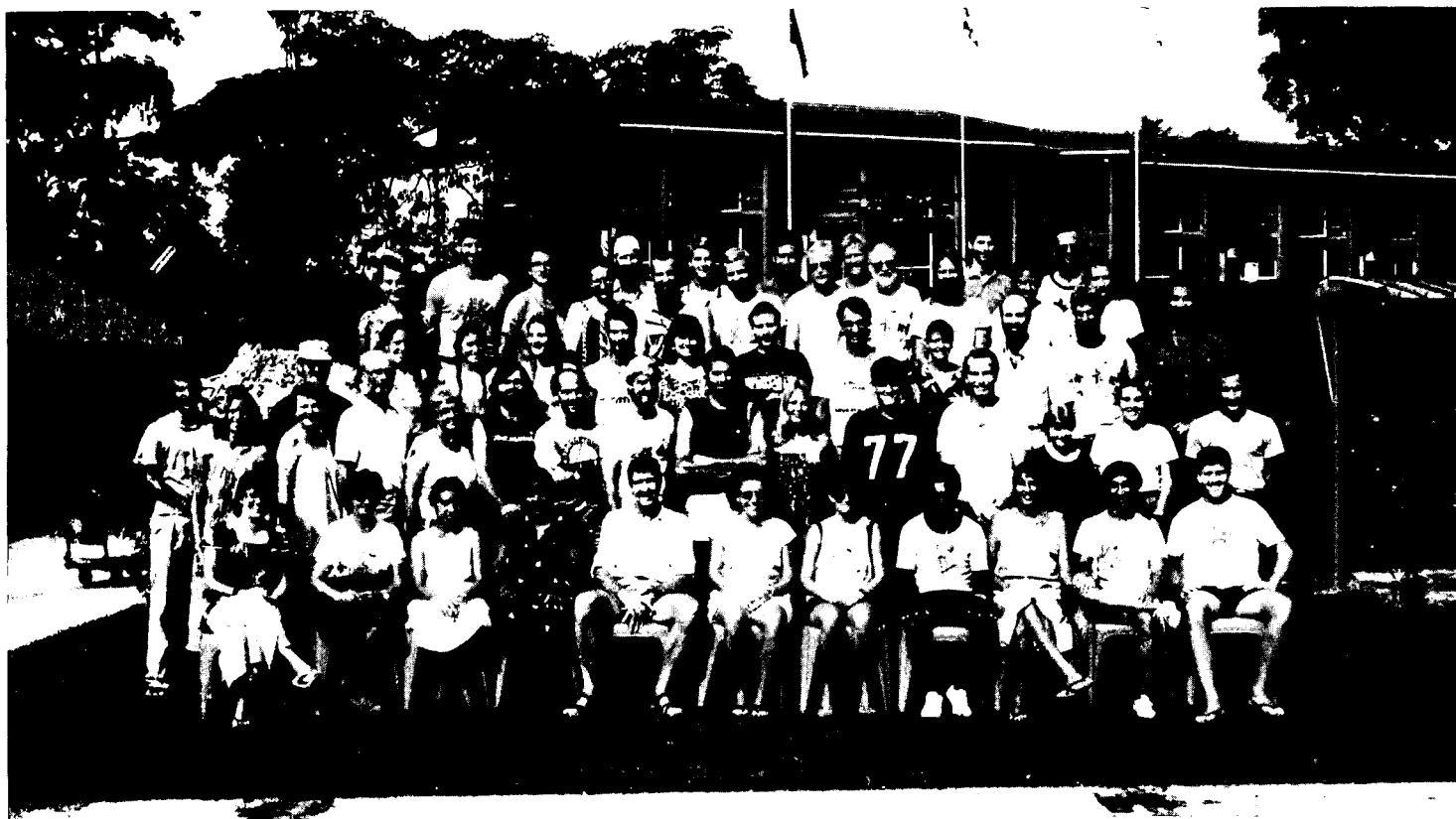
But the best is yet to come for RPCVs/Peru. A reunion for all Volunteers is in the works for next year ... in Peru! The main event will be the celebration of Arequipa Day on August 15. RPCV Bernie Dioguardi is organizing the arrangements and is the man to contact if you'd like to be on board. You can reach him at: P.O. Box 1692, Grants, N. Mex. 87020, (505) 285-6245 or (505) 843-7933.

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protein analysis of cereal grains.

Working with INRAN, PCV Donald Beckley of Bellevue, Iowa (see cover) is assigned to an applied appropriate technology program, Tapis Vert (Green Carpet). His work includes several windmill/irrigation projects as well as training mechanics to run the Tapis Vert garage. Beckley had the honor of representing Peace Corps/Niger, as well as the Africa Region, at Peace Corps' 25th Anniversary celebration.

Peace Corps/ Papua New Guinea



Papua New Guinea PCVs and staff at All Volunteer Conference.

Peace Corps/Papua New Guinea held an All Volunteer Conference in July to celebrate Peace Corps' 25th Anniversary and the 5th Anniversary of Peace Corps in that South Pacific country.

During the conference the Volunteers elected representatives to their first Volunteer Council. The sectors—education, community agriculture, health, forestry and small business met for an exchange of ideas.

United States Ambassador Paul Gardner was a guest at the conference. The Volunteers also said farewell to staffers Deborah Hubbard and Kim Smith, after five years of distinguished service.

Volunteers in Papua New Guinea are: Douglas Albertson, Erika Beecher, Joan Brabec, Steve Bradley, Cory Carlson, Todd Chirko, Margel Craig, Bill Craig, Peter Davis, Mike Dimisa, Kim Dufty, Steve Durnan, Debra Harris, Robert Hines, Ken Irwin, Mary Jarrett, Harold Jarrett, David Jevons, Steve Kilburn, Steve Latimer, Dennis Latta, Keith Lesperance, Andy

Lewis, Mark Lindberg, Doreen Ludlow, Brad MacDonald, Mary Malotky, Mary Mannino, June McIlwain, Charles McSween, Suzanne Menniti, Quincy Moy, Peter Myers, Deborah Myers, Matthew Nelson, John O'Sullivan, Thomas Palmquist, Jennifer Parker, Maria Restovo-Davis, Karen Rife, John Rife, Lee Robertson, Eva Robertson, Mark Sullivan, Susan Sullivan, Herb

Thomas, Janet Webster, Francis Webster and Jody Willcox.

Members of the staff attending the conference were: Don Smith, Country Director; Deborah Hubbard, APCD; Tamati Hanua-Nou, Administrative Officer; Raula Tabua, PCMC; Kim Smith, Logistical Coordinator and John Kaulo, Language Trainer.

TEST YOUR KNOWLEDGE

1. What were Peace Corps' first three countries?
2. Which was the first country in which Volunteers served?
3. When and where did John F. Kennedy first espouse his plan for a Peace Corps?
4. What are the three Peace Corps Regions?
5. Which is the southernmost country in which Peace Corps currently serves?
6. Which is the northernmost country in which Peace Corps serves?
7. What Peace Corps country has the highest mountains?
8. In what Peace Corps country was the first Christian church established in the "New World?"
9. In what country is the legendary city of Tombouctou (Timbuktu)?
10. What country is located on the International Date Line?

Jamaica VII Returns

Way back in the spring they had their well laid-out plans in the works. That was when Pam Bowman/RPCV Jamaica, 1966–1968 asked the *Times* whether we'd be interested in a first-hand account of their Peace Corps in-country 20th reunion. Would we? You bet!

It is especially interesting to learn about how *much* planning is involved and how great the rewards of meeting again after 20 years.

When your group is ready for a reunion call us at the *Peace Corps Times*. We can't make you rich but we can help to make you famous ... especially with other Volunteers and RPCVs.

Here is Pam Bowman's first-hand account:

On June 26, 1986, exactly twenty years to the day we arrived for training, Jamaica VII reunited in Montego Bay for what was, we think, the first in-country reunion of a Peace Corps group.

Twenty-five of the original group of 67 were there, along with Jack Shaffer, our director, 13 spouses, and 23 children. It was more than a time to reminisce, however, Jamaica VII used the reunion as a vehicle to hear updates on our programs of twenty years ago and to make a final contribution to the island nation.

The dream of a reunion was born two years ago when Carl Lane and his wife, Carolyn Tierney Lane, visited other former volunteers and discussed a possible location for the event. Carl and Carolyn have an especially warm spot in their hearts for Jamaica. They met there as Volunteers and later went back to Kingston to be married. Ray Day, a fellow PCV, had business in Jamaica through his job at the International YMCA. He helped negotiate an attractive package at the Holiday Inn and with Air Jamaica. Through their efforts and a letter writing campaign that eventually located all but eight of the group, the reunion became reality.

The first few days were spent in squeals of recognition, in the fascination of seeing what we had done with our lives, whom we had married, and in enjoying the budding friendships of our children. Most of



Jamaica VII Volunteers celebrate their 20th reunion at Montego Bay. (Left to right) Row 1: Jerry Domann, Leone Sullivan, Janet Bell Forbush, Carl Lane, Betty Pyle. Row 2: Janet Sledge, Denis Sullivan, Lee Otto, Carolyn Tierney Lane, Dick Pyle. Row 3: Lee and Dorlene Agenbroad, Pamela Liggett Bowman, Ray Rolfe, Myrtle Haskins Clayton, Roger Larson, Belinda Hall. Row 4: Linda Heinning Kanoti, Mary Nassar Broadwater, Clark Smith, Dean Hall. Row 5: Rubin Peacock, Tom Radloff, Peter Newsham, Ray Day, Tom Chevrax, Jack Shaffer (Country Director, 1966–68).

us made a visit to our former sites. Taking our children to Friday market or finding a local restaurant that served steamed fish and bammy or ackee and saltfish was more appealing to us than being tourists. The excitement didn't lend itself to group introspection, but personally, I did find myself wondering if we had made a difference to Jamaica.

To be honest, I had looked forward to visiting my Jamaican friends and colleagues, and I loved showing my husband, Barry, and children Beth, age 11, and Brent, 9, as much of the island as we could squeeze

into a week before the reunion, but I had a few reservations as to whether the reunion would be all that terrific. Let's face it—with a few exceptions, I hadn't seen much of my fellow Volunteers after training. It was a joy to discover that I had much in common with these former Volunteers, and many friendships were rekindled.

Janet Sledge, a former PCV from Chicago, had located and invited the Jamaicans with whom we had worked to the banquet on the final evening of the reunion. For me, this was the moment that capsulized all

Jamaica VII Returns

my feelings about being a Peace Corps Volunteer and loving Jamaica as a second home. To be with these special Jamaicans again, to hear them describe our youthful exuberance to our spouses, and to see the love in their eyes, erased the twenty years and brought us back to the thrill of being Peace Corps volunteers in the 60's. Later the reality sank in that none of these dedicated Jamaican men and women had abandoned their country during the difficult 70's when much of the middle class fled.

Dr. Murray Ross from the Ministry of Education who had helped to train us was there. James Kirlew who supervised the Fishing Cooperative Program came. So did Dr. Phyllis MacPhearson, our friend in training and supervisor of the Primary School Language Arts and Math Program, and Evadne Ford, supervisor of the Home Ec Program, who taught us those wonderful Jamaican folksongs. Dr. Dudley Grant brought many of his former staff from the Project for Early Childhood Education. Jenny, the former Peace Corps secretary came, and the current Peace Corps Director, John Wright arrived with his family and a few Jamaica 41 Volunteers. The emotional impact of that evening was so strong, that my husband, who was not a Volunteer, was finally able to share a glimpse of that part of my past which I could never adequately put into words.

To backtrack, in 1966 I was assigned to the Project for Early Childhood Education, a new idea brought to life by a grant from the Van Leer Foundation of Holland. Dr. Dudley Grant supervised the program through the University of West Indies in Kingston. He hired six Jamaican teachers to oversee and join with 25 Peace Corps Volunteers to train Basic School teachers. It was the beginning of a successful program that eventually reached into every parish of Jamaica, and changed the lives of countless children by giving them pre-reading and math skills that enhanced their future success in mastering basic skills in a country where illiteracy rates were 20% and as high as 40% in the slums of Western



Pamela Bowman returns to Kingston to visit Linden and Sybil Wallen and their children with whom she lived 20 years ago. Front row (left to right) Soynia Wallen Findlay, Sybil, Pamela. Back row: John Findlay, Wayne, Dwight, Linden and Linden Jr. holding his nephew Daniel Findlay. Not pictured is daughter Arthurine who is now a Peace Corps secretary in the Kingston office.

Kingston.

Years later, when I coordinated a speakers bureau for the Returned Peace Corps Volunteers of New Jersey, I saw that our Project for Early Childhood Education was unique in that it worked so well at the time, and also reached so far into the future.

Dr. Grant's update left us brimming with pride. He shared that since our initial efforts, the Van Leer Foundation has given grants to Third World countries all over the world. He has traveled from Southeast Asia to Africa to South America and throughout the Caribbean helping other nations pilot their own Project for Early Childhood Education. Surely this is what the Peace Corps is all about!

As a final contribution to Jamaica, the Volunteers of Jamaica VII voted to present our remaining reunion funds to what is now called the Centre for Early Childhood Education, still under the capable management of Dr. Grant, and still touching and changing the lives of Jamaican children.

Pamela Liggett Bowman

25th Anniversary Event Coverage

The November-December issue of *Peace Corps Times* will cover the activities surrounding the 25th Anniversary Peace Corps Conference. We will highlight the conference and include the keynote speeches by Philippines President Corazon Aquino, Peace Corps Director Loret Miller Ruppe and the first Director Sargent Shriver.

Other events featured will be the Memorial Walk to Arlington Cemetery to honor President John F. Kennedy and Peace Corps Volunteers who died in service and the Salute to Peace Corps and the Volunteers of the Year at the Kennedy Center for the Performing Arts.

The country focus will be on the Philippines. And, we will have a special story on new books about Peace Corps, fact and fiction.

In upcoming editions we plan to highlight the activities and work of Volunteers in two NANEAP posts, the Solomon Islands and the Seychelles.

Personnel/Personal

After serving four years in the Inter-America Region, Linda Borst has returned to Peace Corps/Washington as the Chief of Operations for the Africa Region. From 1984 until just recently, she was the APCD/Programming and Training in Jamaica and prior to that served a tour as the Program and Training Officer for Belize.

Borst taught math as a Volunteer in Belize from 1972 to 1974. After her Volunteer service she worked for Peace Corps/ACTION as a recruiter and was placement manager in the San Francisco and New York offices. In all, she has had 14 years of service with the agency.

She is a native of New York City and graduated from the University of Vermont.

* * *

Dr. Marilyn Lashley, RPCV/Liberia 1978 to 1980 will be the APCD/Education in Botswana where Peace Corps has been serving since 1966. As a Volunteer she was special assistant to the Deputy Minister of Education.

She has worked in the Netherlands Antilles, and here at home in teacher training, consultant psychologist, research consultant and Peace Corps trainer.

Lashley has received awards including Public Service Fellow 1986; National Science Foundation Fellowship 1985; guest scholar Brookings Institution 1984 and Outstanding Young Women of America 1981.

She holds a bachelor's degree in psychology/philosophy from Millikin University 1969; a master's in education from the University of Chicago 1986 and a PhD in behavioral science from there in 1986.

* * *

RPCV John Nittler has been named the new APCD/Forestry and Agriculture for The Gambia. Peace Corps has served The Gambia since 1967. Nittler's extensive experience in The Gambia includes his service as a Private Service Contractor in Forestry for Peace Corps as well as PSC/Forestry Advisor for USAID. Prior to that he worked for Save The Children as a Forestry Project Coordinator in Somalia from 1982

to 1984. Nittler was a project coordinator for a timber company in the state of Washington from 1979 to 1981.

An RPCV/Guatemala, 1976-1979 Nittler also worked in a forestry program. He has a bachelor's degree in forestry from the University of Missouri and earned his master's in international forestry economics from Yale University.

* * *

RPCV Bob Condry, who for the past four years has been with the Office of Returned Volunteer Services, is the new APCD/Programming and Training for Western Samoa. Peace Corps has served in Western Samoa since 1967. Condry was a PCV in the Dominican Republic from 1978 to 1981.

Condry received his undergraduate degree from the University of Arkansas and his master's in public administration from Syracuse University. In addition to his work in city governments in Arkansas and New York, he was a teaching assistant at the Arkansas School for the Blind and the Arkansas Children's Colony.

* * *

Chuck Howell is the new Desk Officer for Thailand, Papua New Guinea and Seychelles. He served in Thailand as a Volunteer from 1974 to 1976. Howell did his undergraduate work at Florida State University and received his master's degree

from Johns Hopkins University in Chinese studies and international economics.

Prior to this appointment, Howell served with the International Rescue Committee dealing with Laotian refugees and with ACTION in its domestic refugee program.

* * *

RPCV Lewis Greenstein has accepted the newly created position of Education Liaison for the Office of Private Sector Relations/Development Education. As a Volunteer he was a teacher in Funyula, Kenya from 1966 to 1968.

Prior to this appointment Greenstein was the Director of Development of Paine College since 1983. From 1980 to 1983, he was the Executive Director for the Foundation for International Understanding Through Students and from 1974 to 1980, was Assistant Dean of Moravian College. He also taught history at Paine College, Moravian College, Temple and Indiana Universities.

Greenstein graduated from Dartmouth College and received his master's and doctorate from Indiana University. He was a Fulbright Scholar. Among his other accomplishments he is fluent in German and Swahili.

ANSWERS

1. Ghana, Colombia and Tanzania (Tanganyika)
2. Ghana—August, 1981
3. In a campaign speech at 2:00 a.m., Oct. 14, 1960 at the University of Michigan.
4. Africa, Inter-America and NANEAP (North Africa, Near East, Asia and the Pacific)
5. Lesotho, Africa
6. Tunisia—according to our map it's above the 30th parallel.
7. Nepal—the Himalayas
8. Dominican Republic—the Cathedral de Santa Maria la Menor, built in 1523 in Santo Domingo. It holds the remains of Christopher Columbus.
9. The African country of Mali
10. The Pacific island nation of Tonga

ICE ALMANAC

From the Field

Pour-Flush Toilet/Fiji

The following is adapted from an article written by John Schubert, PCV/Fiji. His original report was in response to problems associated with an existing chair-style model. Enthusiasm for pour-flush toilets was almost non-existent due to perceptions that such toilets in other areas were either unused, dirty or poorly functioning.

Culture and environment dictated a riseless (squatting) toilet. After discussions with the Ministry, the Ministry of Health pour-flush bowl was adapted for use in this riseless model. Villagers' interest was immediately shown. Village and school toilet-building projects were started, and by the time John and his wife left the village nine such toilets had been constructed.

Advantages

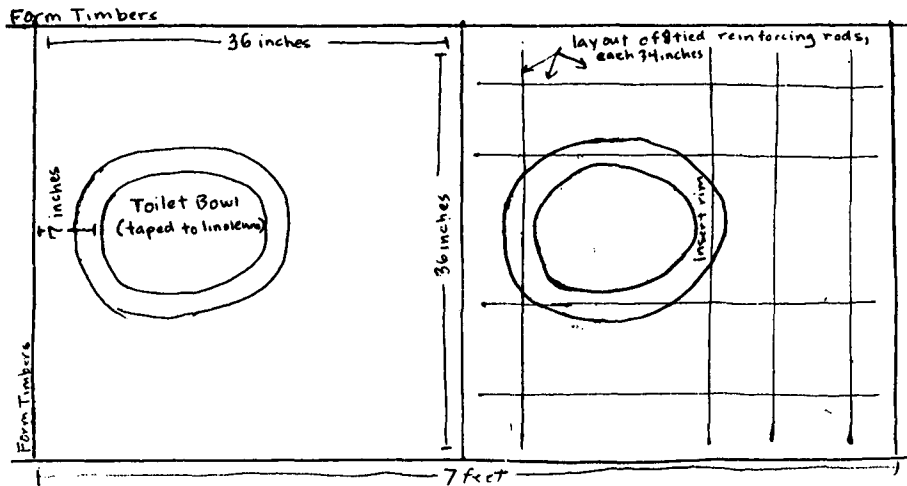
This model:

- uses less cement, sand and gravel and thus reduces production and labor costs by about 25 percent;
- uses a simple form made from often locally available resources;
- offers a more gradual change from traditional Fijian defecation habits, thus enhancing ease of acceptance and likelihood of its use;
- offers a potentially cleaner, more sanitary toilet, thus further enhancing its acceptability; and
- offers health benefits over sitting (according to many medical authorities). It induces more thorough elimination of wastes, thus reducing constipation and the likelihood of diseases of the rectum, colon and lower intestines.

CONSTRUCTION

Form

Any pieces of scrap timber at least 2 inches thick and 36 inches long can be used to construct the 3-foot



by 3-foot form for pouring the 2-inch thick concrete slab. If several toilets are to be made, it is easy to make two adjacent forms if two 7-foot pieces of timber are available (photo 2, diagram 1).

The form must sit on a hard level surface. If no concrete floors or slabs are available, you can use some other hard, flat surface such as masonite. To prevent the poured concrete from adhering to the work surface, cover it with a piece of linoleum or heavy plastic sheet.



Installed, riseless pour-flush toilet. In this design, a plastic Ministry of Health insert bowl simply sits flush in reinforced concrete slab.

Diagram 1—Form for each toilet slab is 36 inches by 36 inches. Back of toilet insert is 7 inches from nearest form timber. The reinforcing rods surrounding the toilet insert lie midway on its rim.

Toilet Slab

Once the form is set up, place a plastic toilet insert upside down on the linoleum and tape it in place. The back of the bowl should be 7 inches from one side of the form and otherwise centered from side to side. Next, cut and tie with binding wire at least eight pieces of ¼-inch reinforcing iron rod, each 34 inches long. For maximum slab strength, it is ideal if the four pieces immediately surrounding the toilet bowl lie midway on the rim of the bowl (photo 2, diagram 1).

For best adhesion to concrete, the rods should be nearly rust free; a quick once over with sandpaper should suffice. Try to keep the rods from touching the form, otherwise, when the slab is out of the form, the rods will be exposed to the air, leading to rust and eventual failure. Now lift out the tied rods and place to the side. Oil the form and bottom 2 inches of the toilet insert for easy re-

(Continued on page 14)

ICE Almanac

ICE Director

Maureen Delaney

Editor

David Thomas

Networking

Trish Heady

S.P.A. Network

Linda Spink & Jim Patterson

From the Field

John Schubert, PCV Fiji

Feature

John Blair

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such, ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

(Flush from page 13)

removal of slab and toilet bowl insert. Old motor oil will work fine.

Mix well two measured drums (20-litre kerosene size) of clean, hard gravel (less than 1/2-inch diameter), one drum clean sand and 3/4 drum fresh cement. Add just enough clean, fresh water to make a mix that, when it is patted with a shovel, is about the consistency of jello or blubber. A mix that is either too wet or too dry (runny or crumbly) will yield a weak slab. The clean, hard

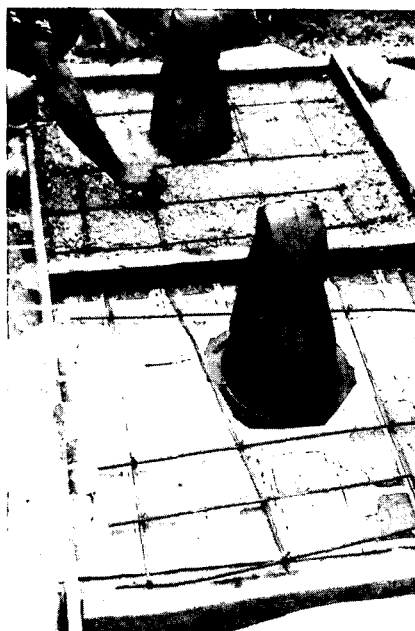


Photo 2

gravel and clean sand are also important for a solid slab—crumbly gravel and dirty or salty sand severely weaken concrete.

Pour 1/2 of the mix into the form, spread evenly and tamp well. This makes about 1 inch of poured concrete. Then place the reinforcing rods on top of this, pour in the remaining concrete, spread evenly and

tamp well again. Tap the sides of the form. Try not to overwork the concrete or the cement will float to the surface with excess water, thus weakening the slab.

For maximum strength, the concrete should be kept wet and out of the sun for at least 10 days. This allows it to cure slowly and evenly. A fairly effective way to do this is to cover the slab with black plastic and wet the concrete twice a day. (Note: For further information on proper concrete work, see the chapter on concrete in ICE Manual M-6, *Self-Help Construction of 1-Story Buildings*.)

After a day or two the form can be removed. The slabs, however, should not be lifted for at least 3 or 4 days. They can be installed after 2 to 3 weeks. Of note, each slab should be kept with the plastic toilet insert used to cast it so that the fit is perfect.

Installation of Toilet

The first step is to choose a site not far from the user's house, as near as possible to a supply of water. The location should not be above a cut bank or on a very steep slope lest foul water seep out from the hole. Judgement and user involvement in

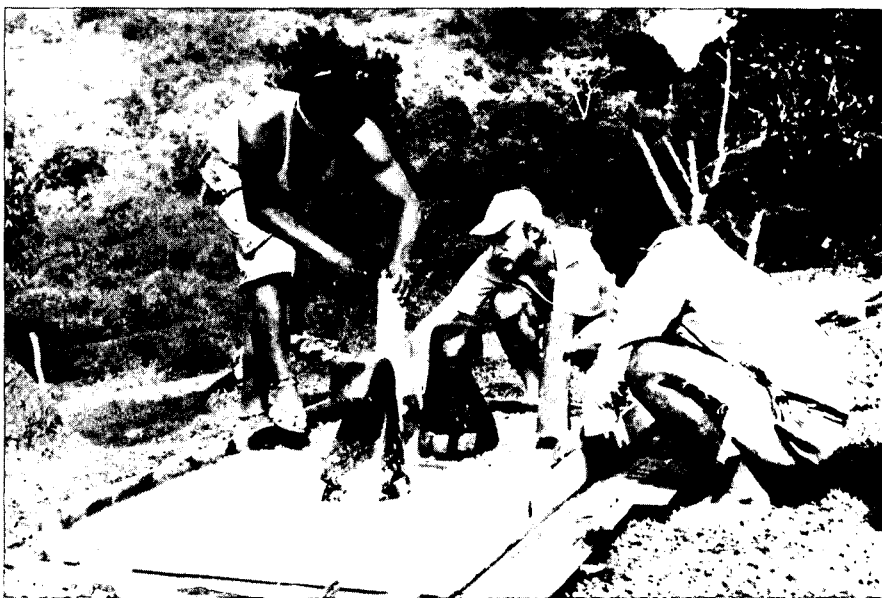


Photo 3—Toilet slab in the background is being tamped after 1/2 of the mix has been poured, prior to the placement of the tied rods. Slab in the foreground has been

poured to a thickness of 2 inches with reinforcing rod sandwiched in the middle.

site selection is important.

Next, a hole should be dug, at least 8 feet deep and no larger than 3 feet by 3 feet wide at the top. Of course, the deeper the hole, the longer time before the toilet will need to be moved. Areas where the water table is high might require a second, adjacent soak-away hole connected by a piece of pipe to drain the excess water. (You may wish to consult ICE Reprint, R-29, *Water Purification, Distribution and Disposal*, which contains technical information on use of a toilet hole, planning guidelines, alternative waste disposal systems including septic and a useful section on concrete preparation.)

When the hole is complete, two sturdy logs should be laid across the hole for the toilet slab to rest on. The sides should then be sealed with other logs, rocks and dirt so no flies, mosquitoes or smell can get in or out. If a privy house is built around the hole, a thin layer of concrete should be poured over the exposed dirt sealing the hole to keep the room clean and free of fecal-related

parasites. (If the top of the hole is less than 3 feet by 3 feet, no logs or sealing will be required; the slab will be supported by the surrounding ground.)

There are many ways to supply and store the water necessary to flush the toilet. Used 44-gallon drums filled by roof runoff are common, though care should be taken that mosquitoes do not start to breed there. Such drums can be raised a bit, and a tap and pipe braised on that enters the toilet house to fill a bucket inside. (For further help, consult the ICE publication, WS052, *Rural Water/Sanitation Projects*, reprinted from the *Water for the World* series.)

Use of the Toilet

There are two critical things that must be explained to all users for effective flushing of the plastic toilet insert: use lots of water (a bucket), and pour it rapidly from the back to the front of the bowl (diagram 2).

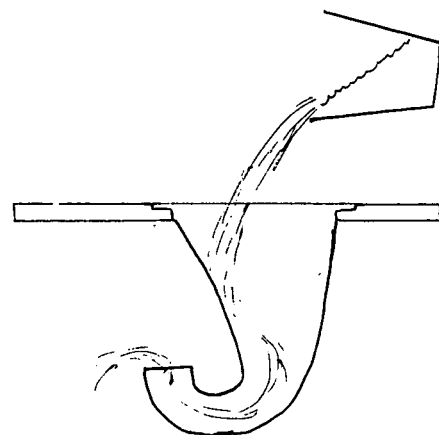


Diagram 2

Normal flushing should keep the insert clean, but each family should have a toilet brush on hand for occasional use to keep the bowl odor free. A second flush over the brush should keep it clean. If the bowl ever becomes blocked, it is easily lifted from the slab (providing the insert was oiled prior to pouring the concrete) for ease of cleaning.

Feature

Mother and Child Survival: A Concerted Effort

Children enter the world wide-eyed and curious. All too often, however, their wonder at the world around them is cut short. For millions of youngsters in Africa, Asia and the Americas life ends almost as soon as it begins. Every two seconds disease or malnutrition kills a Third World child under the age of five, according to the United Nations Children's Fund (UNICEF). Early and avoidable death strikes more than 40,000 youngsters a day, more than 14 million children a year.

Diseases such as measles, tetanus, whooping cough, diphtheria, poliomyelitis and tuberculosis carry off countless youngsters. Pneumonia and bronchitis take their daily fatal toll among the new generation. Other children succumb dehydrated due to diarrheal disease, feverish from malaria or weakened by a protein-calorie deficient diet. Tragedy also strikes among the survivors. For every premature death,

UNICEF estimates that six other children live on in hunger and ill health which affects them physically and mentally all their lives.

This vicious cycle of childhood disease, death, malnutrition and poverty can be broken, according to Dr. Haldan Mahler, director-general of the World Health Organization (WHO), by extending primary health care to the planet's non-urban poor. In 1978, at an historic WHO- and UNICEF-sponsored conference at Alma Ata in the Soviet Union, 134 countries agreed to launch and sustain primary health care as part of their national health systems. This new emphasis on primary health care, Mahler points out, promotes general health with preventive action at the local, usually rural, level. It minimizes dependence on highly technical, costly, often urban, hospital-based curative medicine.

The Declaration of Alma Ata, which has been endorsed by the

United States, urges the creation of health teams to bring health care to communities where people live and work. These teams should include physicians, nurses, midwives, auxiliaries, community workers and even traditional practitioners. The action plan, which gives special attention to maternal and child health concerns, calls for health and nutrition education, immunization, treatment of common diseases and injuries and the provision of essential drugs. Primary health care proponents cite World Bank estimates that a fully functional primary health care system could mean an increase in life expectancy by as much as 24 years in poor regions in Africa, and by 11 years in Latin America and Asia.

Third World nations have begun to direct their scarce health personnel resources toward providing preventive health services to the rural

(Continued on page 16)

(Survival from page 15)

poor, particularly to mothers and infants. A 1983 WHO survey of 70 developing nations, for instance, revealed that 49 countries were implementing new primary health care initiatives which included the training of large numbers of paramedical personnel. This year a WHO report noted that 100 countries (comprising about 95 percent of the under-5 population of the developing world) have launched national diarrheal disease control programs.

THE PEACE CORPS RESPONSE

Peace Corps Volunteers are contributing to these Third World efforts to extend the benefits of primary health care into the rural areas, according to Colleen Conroy, manager of the Health/Nutrition Sector in the Peace Corps Office of Training and Program Support (OTAPS). Conroy, who previously served as a PCV in Brazil (1964-67) and as Associate Director (APCD) for health and education programs in Benin (1969-74), says that "The Peace Corps today is a recognized team player in the world of international health. The Peace Corps reflects the concerns of the individual ministries of health with which it works. The Peace Corps thus actively seeks to participate in health projects with other national and international agencies, as well as with private voluntary organizations (PVOs)."

"Health ministry officials no longer seek Volunteers for urban hospitals or city clinics to fill fulltime jobs as providers of essential health services," Conroy says. "Instead, cooperative health training programs which emphasize primary health concerns, especially related to maternal and child health needs, have become the norm. Today's health sector Volunteers work more in preventive health areas with increased assignments to rural communities. Their activities focus on all areas of rural community health, including maternal/child health, nutrition, san-

itation, health education and the training of village health workers."

Health projects and Volunteer job assignments vary from host country to host country. Conroy affirms, however, that Peace Corps health goals remain fundamentally the same. They are:

- to contribute to improving health care for the poor majority in developing countries, through primary and preventive health services,
- to upgrade the health knowledge and skills of host country health workers, through in-service education and training at the local level, and
- to promote community initiative, participation and resource involvement in activities aimed at improving health and building self-reliant capacities for continued improvement.

Health and nutrition programs represent 12 percent of the Peace Corps programs worldwide, ranking third after education (35 percent) and agriculture (26 percent). PCVs work in health programs in 32 of the 62 countries that currently host the agency.

To assist Volunteers in achieving their goals, the Peace Corps, in 1983, signed three cooperative agreements with the Agency for International Development (AID) in:

- Oral Rehydration Therapy (ORT)/Diarrheal Disease Control;
- Combatting Childhood Communicable Diseases (CCCD); and
- Nutrition.

The Peace Corps also increased dialogue with WHO, the Pan American Health Organization (PAHO) and the U.S. Centers for Disease Control (CDC) concerning health policy, the dissemination of technical information and the provision of

training materials to the Peace Corps. Contact is also maintained with Technologies for Primary Health Care (PRITECH) Group, AID's major contractor for the provision of technical assistance on ORT/Immunization to national ministries of health.

Conroy credits the AID cooperative agreements with substantially increasing the Peace Corps' ability to combat infant and early childhood morbidity. She says that increased program collaboration lessens the potential for duplication of efforts, provides money for training materials, supports many pre-service and in-service health conferences and funds participation by Volunteer counterparts in the Peace Corps training programs.

THE CCCD PROGRAM

Conroy cites the Combatting Childhood Communicable Diseases (CCCD) program as an example of what can be done when concerned national and international agencies work together to address the serious health problems of high risk populations. Although the Peace Corps has long worked in country immunization and maternal child health feeding programs, as well as in primary school health education efforts, the agency's agreement with AID and CDC has enabled it to develop a multi-national program of precise interventions to reduce high infant mortality and morbidity in sub-Saharan Africa due to diarrheal disease/dehydration, vaccine preventable diseases and malaria.

Laurie Ackerman, a PCV stationed in Liberia, admits that multiple agency involvement in primary health programs can, however, add to paperwork. But she declares, "You can do a lot more things when you are working on a funded project than you can when it's not funded. The Peace Corps also contributes its own philosophy to the various projects. We're out there in the field, working with counterparts, emphasizing self-help and self-sufficiency." Ackerman, who holds a masters degree in public health, works in Monrovia and Bomi County as a

CCCD logistics training officer. Last January, she participated with four other health sector Volunteers and with counterparts from the Liberian Ministry of Health in a CCCD-supported national vaccination campaign.

We're out there in the field working with counterparts, emphasizing self-help and self-sufficiency.

—Ackerman

Thousands of children in Liberia's 13 counties were vaccinated for pertussis (whooping cough), tetanus, diphtheria, measles, poliomyelitis, and tuberculosis, while women of childbearing age received injections for tetanus toxoid. The immunization campaign, which Liberian public health authorities hope to make an annual event, received boosts from PCV-prepared graphics and from Volunteers who worked with counterparts to prepare scripts for the Liberian Rural Radio Station.

The Liberian CCCD program operates with funds from AID and from the Liberian Ministry of Health. The U.S. Centers for Disease Control provide a technical advisor. The Peace Corps assigns Volunteers to work on the various projects which, in addition to the immunization efforts, include training in oral rehydration therapy (ORT) in malaria treatment. The malaria initiative is especially important. Last year more than a million African children between six months and four years of age died of this disease. The CCCD approach in Liberia is to promote "presumptive" treatment. In other words, parents should assume any fever in a child is malaria and treat it with a curative dose of chloroquine.

The PCVs and their Liberian counterparts hold planning meetings monthly in the CCCD office in the Ministry of Health. Representatives from UNICEF, Plan International, WHO, Rotary International, Rotary Liberia and the Christian Health Association of Liberia often

participate in CCCD-funded health projects. The CCCD Liberian Volunteer counterparts attend all health sector in-service training conferences. According to Ackerman, "the close working relationship between the American and Liberian colleagues fosters a real exchange. We learn from each other. It's not one teaching another."

Under the CCCD program the Peace Corps has also supported projects in Zaire, Togo, Malawi, the Central African Republic and Lesotho. In addition to the CCCD countries, Peace Corps also has provided health education technical training to Volunteers and host country personnel in Mauritania, Mali and Swaziland.

The cooperative agreements with AID have provided the Health and Nutrition sector of OTAPS with funds to up-grade pre-service and in-service training. The staff uses the additional resources to identify and hire expert consultants for seminars, expand workshop attendance to include Volunteer counterparts and develop new course material. Conroy says that the AID funds have also improved OTAPS ability to assess and evaluate field programs and workshops, helping the staff design more effective and relevant training programs.

CHP International, under contract to the Peace Corps, worked with OTAPS Health/Nutrition Sector staff in preparing a 1,255-page, 2-volume manual for trainers of health PCVs and their counterparts (CCCD training manual). This comprehensive training manual, published by the Information Collection and Exchange Division (ICE), with funds from AID, contains more than 200 hours of suggested lecture outlines on primary health concerns, as well as instructions on adult teaching and adult education techniques. Basic nutritional information, examples of data to be included on growth charts and the preparation of community health surveys are a few of the topics covered in the trainer's manual.

The training manuals, that are to be translated into French and Spanish, also offer guidelines for planning and implementing a childhood

immunization clinic, suggestions for making the best uses of radio and print media to promote preventive medicine and lists of food sources to facilitate weaning. The material was reviewed by Volunteers and their host-country counterparts during training programs in six African countries.

PEACE CORPS/AID NUTRITION

The Peace Corps joint nutrition program with AID provides additional program and training development assistance to the field that focus on three areas: vegetable gardening for family consumption, household food preservation and nutrition education strategies. Funds are available for specialized in-service conferences and workshops for PCVs, host country counterparts and often local PVO technicians that

(Continued on page 18)

GIVE!

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

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

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

(Survival from page 17)

focus on the means of improving household security by promoting family gardens. By the end of 1987 the Health Sector will have organized inservice training programs for PCV and host country nationals in Honduras, Western Samoa, Ecuador, Thailand, the Gambia, Jamaica, Papua New Guinea, the Central African Republic, Mauritania, Mali, Swaziland and Botswana. The Peace Corps, League for International Food Education (L.I.F.E.) and AID have also collaborated on preparing a mixed garden training manual.

Peggy Mietes, Health Sector coordinator of nutrition training, stresses the role community profiles or surveys can play in designing effective calorie- and protein-boosting programs. Site specific, social and economic profiles, she says, allow the Volunteers to help increase the frequency of higher energy, low bulk diets, important features for children subject to frequent episodes of diarrheal disease. "Adults," she says, "have a mechanism to cope with times of malnutrition. They lose weight. Such periods, however, are too often fatal for children. It often represents too great an assault on their systems. Children need more meals or more calorie-dense meals to insure recovery."

Meites also points out that Vita-

min A deficiency, which has been linked to changes in children's respiratory, urinary and gastrointestinal tracts, as well as to loss of sight and to impaired vision, can be prevented. Nutrition workers can identify local sources of food rich in Vitamin A and promote garden projects which incorporate these sources.

THE FUTURE— INCREASED CHILD SURVIVAL

Conroy looks forward to more extensive Peace Corps collaboration with AID and other international agencies. An interagency Child Survival initiative scheduled for implementation this fall significantly expands the Peace Corps disease control, nutrition and health education programs in Africa, Asia and the Americas. Specific PCV and counterpart activities might include:

- *Health Information Systems*—Participate in the collection of mortality and morbidity information, and the survey of health services utilization and immunization compliance.

- *Operations Research*—Participate in country research such as immunization effectiveness, malaria control interventions and oral rehydration solutions.

- *Disease Control and Nutrition Promotion*—Participate in immunization and ORT campaigns; train village health agents how to correctly treat and refer children with diarrhea/dehydration, treat infant/child fevers (presumptive malaria), monitor growth and infant weaning practices, educate the community in the basics of water and sanitation practices; train primary/secondary teachers to conduct child health and nutrition courses; mobilize communities to participate in safe water and community sanitation projects, address special child nutritional needs (such as Vitamin A supplements) and promote gardens as a means of increasing household food and income for the families.

- *Health Education*—Integrate health education in all the above activities. Develop audiovisual and mass media tools. Conduct health education focus groups, identify and assess at community levels behavioral changes resulting from health education interventions.

"It's a new day for the Peace Corps," declares Conroy. "The collaboration with AID allows us to make maximum use of our resources. It puts our outstanding Volunteers in places where they can do the most good." And that's good news for the world's children.

S.P.A. Network

THE COORDINATOR

Health is one of the areas of greatest need and concerted effort in developing countries. Healthy adults increase the productive work force, provide better care for their families and more effectively address their community needs. Healthy children are more attentive in school, contribute to the family and ensure a brighter future for their countries.

Peace Corps and the United States Agency for International Development (AID) are very interested in supporting PCVs' work in health and are eager to provide assistance in whatever way possible. Through

several Participating Agency Service Agreements (PASAs), AID provides money to train PCVs and community counterparts in a variety of health areas, such as oral rehydration therapy, child survival and communicable diseases. In the third and fourth quarter, fiscal year 1986, Technical Assistance (TA) funds supported a water/sanitation workshop in Malawi, a nutrition gardens IST in Mali, and a health education IST in the Dominican Republic.

Because of the importance of health, AID and Peace Corps have expanded the S.P.A. Program to include community health projects. To

date, 23 of the 35 countries with S.P.A. Programs have received \$15 thousand earmarked for community self-help projects in health. In the few months since health was included in the program, we have received 30 project reports. The majority of these projects have focused their efforts on providing improved water systems to schools and families. The size of projects varies from rainwater catchment tanks for \$625 to spring water systems for \$8,925. We are excited by the enthusiasm and planning which has gone into these projects and see great potential for future health projects.

Robert Clay, AID health advisor and technical advisor for the Health S.P.A. Program, believes that Peace Corps Volunteers can play an important role in responding to perceived needs in a way that reflects the conditions and constraints of a location. According to Clay, Peace Corps Volunteers often provide innovative ideas and flexibility to health schemes generated by the community. When asked about advice he could offer PCVs and communities working on health projects, Clay suggested that they should coordinate their community health projects with other ongoing efforts so that their activities can be sustained over the long term. In addition, he suggested that, wherever possible, Volunteers should be aware of national health policy in designing their health projects to avoid confusion, mixed messages and duplication of efforts on the part of the population.

Clay also works with the AID health programs in child survival, diarrheal disease control and immunization. He feels that community projects can benefit by tying in with child survival, oral rehydration or malaria training that has been done in country.

We recognize that developing community health projects is not always easy. Often the immediate need for supplies and materials is seen as the problem, thereby leading one to surmise that the solution is to purchase these missing supplies. The purchase of materials or supplies alone, however, does not help to develop self reliance. PCVs working in health projects need to look at helping a community help itself by generating income for needed supplies or by mobilizing their own resources instead of making major purchases with outside funding. This may be a tall order in some cases, but we think the following article will help you consider ways of working with health projects in your community. Volunteers are encouraged to write to ICE or AID for technical information.

CONSIDERING A HEALTH PROJECT: IDEAS AND SUGGESTIONS

The year 2000 is almost upon us and there is still work to be done to achieve the goal of "HEALTH FOR ALL BY THE YEAR 2000". Why not be part of the international effort? If you need some help getting started, or are looking for some ideas, keep reading.

To date, S.P.A. has provided funding for health projects in 23 countries in Africa, Inter-America, and North Africa, the Near East, Asia and the Pacific. These health projects have been, and will continue to be, related to diarrheal diseases, immunization, malaria, maternal health, nutrition, water supply or health education. The list is vast, with possibilities for a variety of different projects. As varied as the projects are, however, they all have had one major aspect in common; all have been community-based, managed and designed. An ingredient of any S.P.A. program, and especially a health program, is the ability of the project to continue once the Peace Corps Volunteer has gone. Successful projects have achieved this goal



Drawing by Sokie Gonzalez for the S.P.A. brochure.

by using the S.P.A. funds wisely—to generate income rather than to make purchases. Following are a few projects which have worked.

One successful S.P.A. project solved a problem faced by a local health committee—the lack of drugs for their village health hut. The village health committee turned to the local Peace Corps Volunteer to discuss their ideas. Together, the PCV and the committee decided on a revolving drug fund, whereby an initial stock of medicinal drugs would be purchased and sold at a small profit in order to finance the next drug purchase. The community approved of the idea, and the PCV and the health committee next discussed where to find money for the initial stock of medicinal drugs. It was decided that the money raised by the community was insufficient for the supply needed. The PCV explained the S.P.A. fund, and, together, the committee and the Peace

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

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COUNTRY SPOTLIGHT

"Karibuni Kenya"—Welcome to Kenya, Peace Corps' largest post in Africa. Situated on the eastern coast of Africa, Kenya is currently host of 250 Peace Corps Volunteers in a variety of programs including education, small business, fisheries, agroforestry, water supply, vocational education and small town development.

Many Kenya Volunteers are involved with secondary projects in addition to their primary Peace Corps job assignments. These PCVs are working with local development groups formed by students, women, farmers or other interest groups. Peace Corps Volunteers have been helpful to these local groups in many ways, including introducing them to S.P.A. and S.P.A. funding.

The S.P.A. Program has been very active in Kenya, with over 90 communities and Peace Corps Volunteers designing and implementing projects. To date, the S.P.A. Program has provided over \$175 thousand to different community-based and managed projects as varied as water supply, integrated aquaculture, chicken raising, reforestation, vegetable gardening, women's income generation and solar electricity.

S.P.A. funds exist to aid development groups in their efforts to become self-sustaining; projects in Kenya have been particularly successful when S.P.A. funds have been used by development groups to assist existing projects. Funds have been requested by these groups to provide the resources necessary to expand or improve their operations. Careful work on the part of Kenya Volunteers and development groups has assured that the funds will be

used in a manner that will help, rather than hinder, the goal of self-sufficiency.

One aspect worth noting in many of the Kenyan projects is the effort that has been made to design integrated development projects. For example, a fish farm cooperative needing phosphorus for their fishponds received S.P.A. funds to start a chicken farm for the phosphorus contained in the chicken manure. Not only are the chicken eggs sold, raising money for the cooperative and the individual members, but all members receive a double education in both fish and chicken farming! The cooperative expects to be able to finance further development schemes through the sale of eggs and fish.

Peace Corps Kenya staff has also worked to promote the goal of self-sufficiency by implementing a review process for each S.P.A. proposal submitted. Before accepting the proposal, Kenya staff reviews the documentation to ensure that the Peace Corps Volunteer and development group have carefully thought out each aspect of the plan. The proposal must indicate how the community plans to assume responsibility of the project after the initial involvement of the PCV. In addition, it must show that the funds will be used for a project that will not only address immediate needs, but will involve the transfer of skills. The appropriate Associate Peace Corps Director makes suggestions on how to improve either the project or the proposal and assists the Peace Corps Volunteer and the development group in ensuring that the proposed project follows S.P.A. guidelines. The rigorous review process has done a great deal to ensure the high quality of Peace Corps Kenya's S.P.A. funded projects.

self-financing system is working. The Peace Corps Volunteer's involvement was small, but crucial.

In a water project it may not be possible to use S.P.A. funding as a way to start an auto-financing system, because in many societies selling water is unheard of. In that case,

the object is to think not only of installing a water system, but to think also of the long-term benefits for the population. In many water projects funded by S.P.A., it is stated that the installation of a water system will teach the community the benefits of clean water as well as the construction techniques involved. Sadly enough, that is rarely so.

Most people do not learn from watching, they learn from doing. Why not organize a health education contest at the local high school, centered around the health benefits of potable water and user guidelines from the new system? Each high school class could come up with a song, slogan or theater piece. The pieces could be judged, and the winning class could receive a small prize or certificate. The different classes could travel to the local primary schools, markets, churches or mosques to present their health and user education sessions. In addition, vocational education students can participate in the construction of the system, receiving a "hands-on" education that would serve them after they had finished school.

S.P.A. will look at health education and construction efforts as part of the community's contributions to the projects. Rather than assuming an understanding of the health benefits of the project, why not have the community plan for that understanding right from the start?

Other project ideas feasible for S.P.A. funding include assisting traditional midwives, developing malaria control and working on nutrition projects.

A committee of traditional midwives might request S.P.A. funds to purchase an initial stock of materials in order to make birth kits: razors, soap and clean strips of cloth to use for cutting the umbilical cords of newborn infants. The midwives would be responsible for charging a small fee at each birth in order to finance the kits. The Peace Corps Volunteer could work with the midwives to design health education lessons on any number of topics including breast feeding, neo-natal tetanus and other immunizable dis-

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Corps Volunteer wrote the request. The funds raised by the community and the S.P.A. funds together were enough to purchase the drugs. The committee is now in charge of purchasing new medicinal drugs after the health worker signals that the stock is running low; in short, the

Networking

Are you looking for sources of books and periodicals for your school or ministry? Could your community benefit from a local lending library? Do you know of a technical organization in dire need of basic informational resources? Although you may feel like quality reading materials are impossible to come by, there are organizations who are trying to put books into the hands of people who could use them. This article highlights a few of these organizations; write to ICE for the addresses of other groups.

Darien Book Aid Plan

For thirty-seven years, the Darien Book Aid Plan has been distributing free materials with the hope of building a foundation of peace, understanding and friendship. During this time, Book Aid has distributed approximately 1,300 tons of quality materials to people in over 150 countries. Peace Corps Volunteers alone received 12,589 pounds last year.

To fill overseas requests, the volunteers at Book Aid screen the donated new and used materials for condition, timeliness and content. Book Aid offers textbooks, fiction (classics and contemporary), nonfiction and reference books (e.g. dictionaries, encyclopedias) and *National Geographics*. These materials are usually available for adults and



Some NANEAP participants take time from the busy schedule of the ICE Incountry Resource Center Workshop to enjoy a Filipino-style marienda.

children, occasionally in languages other than English. Because all materials are donated, Book Aid may be unable to provide certain categories of materials and cannot provide multiple copies of a given title.

When requesting materials from Book Aid, please supply the following information on official stationery if possible: a brief description of your school or project including subjects, grade or age levels, language ability, number of people involved; your printed name and mailing address; and the fact that you are a Peace Corps Volunteer. Book Aid sends the materials in 10-pound padded envelopes via surface mail.

Delivery, therefore, should not be expected for three to six months. Book Aid will notify you when a shipment leaves Darien and requests that you arrange for someone to accept the materials if you cannot.

Book Aid volunteers enjoy working with Peace Corps and have been considered the principal source of books for the Peace Corps. The Peace Corps Secretary, Mrs. Peggy Minnis, gives highest priority to Peace Corps' requests. Peace Corps Volunteer letters, photographs of Book Aid books in use and your personal visits to Darien are all very important to the continuing success of

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In-country Resource Center Network

This column is a communication forum for individuals interested in resource centers—their management as well as their use. Feel free to contribute your suggestions, solutions and questions.

Networking Tools

Readily available information about local organizations and materials is essential when planning and implementing a project, but it is often difficult to locate reliable, easily accessible information. Besides asking that all-knowing individual, the next best way of accessing this type

of information is through a locally-generated resource manual. The ICE Resource Center recently received the following excellent examples of two such manuals. ICE will keep these in the Resource Center for reference use only.

Peace Corps/Nepal has compiled *Women in Development Resource Manual* which describes over twenty organizations who are actively involved in WID in Nepal. Included is a 20-page bibliography on WID books and periodicals. A handy table easily identifies the types of projects each organization handles. *Fear and Loathing on the Agriculture Trail: Guide to Agriculture and Nutrition Resources in*

Thailand is Peace Corps/Thailand's comprehensive resource manual. It covers everything from organizations and publications to Thai terminology and nutrition charts. The manual describes research stations, Thai-specific reference books, funding sources, films and film sources, Thai food beliefs and customs and other topics of interest to anyone working with agriculture, fisheries or health.

An in-country resource center cannot house every resource needed by the Peace Corps community. However, resource manuals go a long way in expanding the information available in an IRC.

Sector Updates

TRAINING

Combatting Childhood Communicable Diseases, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 2 Vols. Free.

An integrative approach to the study of primary health care. Discusses in depth the elements of climate assessment, community involvement, health education and nutrition, and how these factors influence community health and the spread of diseases among children. Stresses prevention rehabilitation measures, focusing on proper sanitation methods, breastfeeding and oral rehydration therapy. Emphasizes the importance of parallelism between training and community-based development work. For pre-service and in-service training.

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

Oral Rehydration Therapy and the Control of Diarrheal Diseases, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 567 pp. Free.

A comprehensive, integrative training approach to the prevention and treatment of diarrhea through primary health care and the implementation of Oral Rehydration Therapy. For in-service training of Volunteers and their counterparts. Designed to be adapted to the specific community setting. Seeks to provide PCVs with a working knowledge of ORT/CDD and with the skills necessary to apply what they have learned to the development of health education programs and the training of community health workers.

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

Technical Health Training Manual, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 2 Vols. Free.

Designed as a resource to trainers primarily for pre-service training of health specialists and generalists who

work on the community and clinical levels. Provides an integrative approach to primary health care, encompassing health education, maternal and child health, nutrition, disease control and community health. Emphasizes the need for PCVs to develop complementary skills that will enable them to work cooperatively with their counterparts and community members in designing successful health education strategies.

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

TEFL/Crossover Agricultural Training Manual, prepared by Carl R. Franck, Buddy Larson, Pattana Aviphand and Randy Reitz. 1985 (Peace Corps, Information Collection and Exchange) Free.

An incountry, tropical agriculture training manual produced to facilitate TEFL/Crossover agriculture training in Thailand. Can be easily adapted to train TEFL/Crossover trainees in tropical agriculture throughout the world. Emphasizes the PCVs' primary involvement in working with students and teachers at local schools and in their homes, and introduces extension work as a continuation of this work. Volume II is the trainee edition which includes the first page of each training session as well as all handouts.

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

AGRICULTURE

Postharvest Grain Loss Assessment Methods, developed and compiled by Kenton L. Harris and Carl J. Lindblad. (American Association of Cereal Chemists) 192 pp. \$13.00.

Describes various methods for assessing postharvest grain loss due to insects, microorganisms, rodents and birds. Highly technical material is for the policy-making level on the assumption that accurate data will help in forming policy to prevent unnecessary grain loss. Proposes several methodologies because no de-

finite system can be developed for all possible situations. Chapters cover planning the project, social and cultural guidelines, basic statistical requirements, strategies to apply at various points where loss occurs, standard measurement techniques and interpreting test results. Material is based on two conferences held in 1976 and 1977.

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

Marketing of Agriculture Produce, MATCOM. 1982. (International Labor Organization, CH 1211, Geneva 22, Switzerland) \$19.95.

A special course in marketing designed to assist individuals involved in training the managerial staff of agricultural cooperatives in developing countries. Emphasizes basic marketing concepts, and develops them in terms of their applications to agricultural produce. Highlights the importance of information and decision-making processes for arriving at the selection of optimum methods of distribution, pricing, transport, storage, etc.

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

HEALTH

Community Health, edited by C.H. Wood, J.P. Vaughan and H. de Glanville. 1981 (African Medical and Research Foundation, P.O. Box 30125, Nairobi, Kenya) 478 pp. \$3.85.

Used as a basic textbook for training medical assistants in Tanzania, volume provides a comprehensive treatment of all aspects of community health with a focus on local conditions. Discusses in detail sociological issues such as relationship between behavior, environment and health, the importance of demographic data and the patterns of health and disease. Covers administrative issues of community health services. Explains techniques for obtaining information about commu-

nity health practices, improving sanitation and providing immunization. Also covers child spacing (birth control), health education, control of communicable diseases and maternal health care.

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

Primary Health Care Bibliography and Resource Directory, by Joel Montague, Shahnaz Montague, Deborah Cebula and Michael Favin. 1984 (American Public Health Association, 1015 15th. St., NW, Washington, DC 20015) 78 pp. \$5.00.

Makes information on primary health care more readily available to planners, managers, decision-makers and health personnel. Reference selected for usefulness, timeliness, access, cost, English language. Divided into two parts: an annotated bibliography and a resource directory.

Available free through ICE to all Health PCVs.

EDUCATION

Small Gas Engines: Fundamentals, Service, Troubleshooting, Repairs, by Alfred D. Roth. 1985 (The Goodheart-Willcox Company, Inc., South Holland, IL) 264 pp. \$14.95.

Provides basic information on small gas engines including their construction, the operation of their systems, their lubrication requirements, preventive maintenance and rebuilding. Written for students and do-it-yourselfers. Engines analyzed include 1- and 2-cylinder, 2- and 4-cycle gasoline engines. Also discusses rotary engines, diesel and LP-Gas engines.

Available free through ICE to PC offices/resource centers incountry only; one copy per country.

Understanding and Measuring Power, by American Association for Vocational Instructional Materials. 1978 (American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, GA 30602) 75 pp. \$5.50.

Designed to help train students in the fundamentals of power technology in order to provide them with the skills necessary to test the power output of electric motors, internal combustion engines and power take-off units. Very valuable for determining the power specifications of engines and motors required to perform particular tasks. Highlights the special characteristics of farming and industrial tractors. Presents a step-by-step teaching method which begins with basic theoretical premises and develops them into practical principles and applications. Strong emphasis on safety precautions.

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

ENERGY

Improved Wood Stoves: Users' Needs and Expectations in Upper Volta, a report from Volunteers in Technical Assistance (VITA, 80 S. Early St., Alexandria, VA 22304) 76 pp. \$8.25.

Identifies ways in which women can contribute to the increased use of efficient wood-burning stoves. Begins with the methodology of the study and goes on to describe the cooking practices of the region, the stoves most commonly used, the fuel requirements of these stoves and the kinds of improvements women are most likely to accept. Includes conclusions, recommendations and the questionnaire used in the study.

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

Wood-Stove Dissemination: Proceedings of the Conference Held at Wolfheze, the Netherlands, edited by Robin Clarke. 1985 (Intermediate Technology Publications, 9 King Street, London WC2E 8HN) 202 pp. \$19.50.

Discusses unsolved problems surrounding the use of wood stoves. Papers are divided into three parts: issues in wood-stove dissemination; case studies from Africa, South America and Asia; a summary of conference findings plus a list of on-

going projects. Centers on the importance of the dissemination process in addressing unsolved problems.

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

COMMUNITY DEVELOPMENT

Urban Land and Shelter for the Poor, by Patrick McAuslan. 1985 (Earthscan, 1717 Massachusetts Ave., NW, Washington, DC 20036) 143 pp. \$5.50.

An overview of the challenges governments face worldwide to develop and implement equitable urban land tenure systems. Highlights the socio-cultural, historical and political bases of land tenure. Discusses at length the development of squatter communities, their organization and expansion in an environment of conflicting political and economic inter-

Flash!

Available from the publisher:

Field Glossary of Agricultural Terms in French and English, Emphasis: West Africa

Similar to ICE's R-28, "A Glossary of Agricultural Terms: English/French, French/English," this book's French is specific to West Africa. This substantive work is 197 pages long, "spiral-bound, pocket-size and sturdy with large type for easy use under difficult field conditions." It can be read from English to French on one side and flipped over to the French/English version.

The glossary was written by Susan E. MacKay, Coordinator of Foreign Languages Training Program, International Programs in Agriculture, and Department of Foreign Languages and Literature, at Purdue University.

"Field Glossary ..." is not available from ICE, but you may purchase it for \$4.00 each (\$6.00 Canada, \$8.00 other countries) from:

Mail Room
301 S. Second St.
Lafayette, Indiana USA
47905

ests. Reviews governments' policy options in light of their ability to respond to immediate and long-term housing needs. Examines the reasons why most attempts to create satisfactory urban land tenure reforms have failed, and pinpoints the most promising alternatives.

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

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eases and oral rehydration therapy. The funds involved would be small, but may serve as an encouragement to the mid-wives to think of other projects that improve maternal-child health in their areas.

A project designed to improve maternal-child health is not always sufficient to receive S.P.A. funding. For example, a malaria control program that asks for \$15 thousand to buy mosquito screens or netting is not only \$5 thousand above the monetary limit of S.P.A. health projects, but it is inappropriate in most cultures and would not be funded by S.P.A. Malaria control projects using current World Health Organization (WHO) guidelines for malaria control for small children *would* be funded by S.P.A., provided the purchase of malaria medication was done in a way that ensured auto-financing of the drugs. The project design in the case of the medication encourages the use of a malaria prevention/treatment plan recognized world-wide and it promotes the concept of self-sufficiency among the population. The sale of malaria medication may also be a way for a health facility to raise funds for other projects as well.

A final example might be a nutrition project at a local health facility. If the incidence of malnutrition is perceived by the population to be high, it might be possible to start a collective garden near the health center using S.P.A. funds. The families of the malnourished children would be responsible for the garden, and the food grown would be used during nutrition education classes at the health center.

Additional funds could be earned by the sale of surplus food that

would enable the health center to begin other income generating projects, such as the sale of ORT kits, measuring units and bottles for home oral rehydration therapy.

These are just a few ideas; we are sure you and your communities have others. Good luck with your efforts, and let us hear from you.

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Book Aid. For more information contact:

Darien Book Aid Plan Inc.
1926 Post Road
Darien, Connecticut 06820
U.S.A.

World Bank Volunteer Services Book Project

The World Bank Volunteer Services Book Project (WBVSBP) is similar to Book Aid because it is staffed by volunteers and relies on donated materials. Many of WBVSBP materials are like those of Book Aid, i.e., textbooks, reference books and children's books. However, unlike Book Aid, WBVSBP ships in large quantities (approximately 2,500–5,000 books in large wooden crates).

Most of WBVSBP materials are for primary and secondary school levels but other materials are sometimes available. The Bank volunteers ship the materials free of charge to a port city. From there, recipients are responsible for overland transport and distribution. Because WBVSBP distributes books in very large quantities, Volunteers should consolidate orders and coordinate requests through their Country Director. Write to the following address for further details:

WBVS Book Project
The World Bank
NB-105
1818 H Street N.W.
Washington, D.C. 20433

Canadian Organization for Development through Education

The Canadian Organization for Development through Education (CODE)—formerly known as the

Overseas Book Centre—aims to help developing countries achieve their objectives in the field of education and culture by providing educational supplies. Established over twenty-five years ago, CODE is the largest national non-profit organization of its kind, with offices and volunteers in ten Canadian cities. Unlike Book Aid and WBVSBP, CODE is a large development agency with various programs, both in Canada and abroad. CODE's overseas programs include: the Book Program; the Paper Support Program; the Committee on Overseas University Libraries Support (COULS); the Mini-Library Program; and the School Twinning Program. This article discusses only those programs involving book donations; write to CODE for more information on other activities.

The Book Program responds to requests from educational institutions with nearly-new books and other educational aids and equipment. After submitting an application, a requestor will receive a National Book List from which he may select titles relevant to his situation. CODE sends the materials free of charge, and the recipient must complete a Reply Form on that shipment before another shipment is sent.

The CODE Mini-Library Assistance Project is a specific, limited service which supplies basic technical materials to specialized groups with limited funds. The Library usually consists of up to twenty carefully selected titles in such areas as paramedicine, water management and sanitation and literacy training. CODE sends this collection free of charge on a one-time basis. For more information on these and other CODE programs, write to:

Canadian Organization for Development through Education
321 Chapel Street
Ottawa, CANADA
K1N 7Z2

Whenever you arrange to have books sent, keep in mind that you may not be at your site when they arrive. Please be certain that someone will be able to meet and process the books and to thank the donors.