

PEACE CORPS TIMES



Focus—The Solomons

Jan.-Feb. 1983

From the Director

As my tenure as Director of the Peace Corps draws to a close thousands of thoughts run through my head . . . of things done, of work in progress and of plans for the future. I think of what I've said so many times since 1981. "I have the best job in Washington. I get to work for peace, travel and everyone thanks me for your work"



Peace Corps Director
Loret Miller Ruppe

In these past eight years I have visited our 65 host country nations, many two and three times. I am only sorry I have not been able to meet, visit with and thank every single PCV and staff member. As many of you work in somewhat "remote" areas, if I had been able to arrange such an itinerary, each country visit would have been three to six months. Perhaps it would have been more fun—but heavy work challenged me in Washington and across the USA to work for the strongest budget support possible, to build public awareness for your important work for peace (so much still needs to be done) and to reconnect with RPCVs here, through the National Council of RPCVs. Finally, we have reached groups and individuals across the country through our Leadership for Peace campaign. I have met with most of the heads of state as well as the people in the countries you serve and have a clear picture of just how much your work is really appreciated.

Being the Peace Corps Director has been made easier with the cooperation and inspiration I have had from each of you. The spirit which you, Volunteer and staff alike, bring to your work has helped me through the difficult times. Few people have had or will have the experience that has been mine these past few years.

My own career has been one of volunteer service. Perhaps that is why I identify with you. You are the type of people I like and admire—the kind that has made our country great. You, and others like you, are described in a favorite poem of mine.

To be of use

*The people I love the best
jump into work head first
without dallying in the shallows
and swim off with sure strokes almost out of
sight.
They seem to become natives of that
element,
the black sleek heads of seals
bouncing like half-submerged balls.*

*I love people who harness themselves, an
ox to a heavy cart,
who pull like water buffalo with massive
patience,
who strain in the mud and the muck to
move things forward,
who do what has to be done, again and
again.*

*I want to be with people who submerge
in the task, who go into the fields to
harvest
and work in a row and pass the bags
along
who stand in the line and haul in their
places
who are not parlor generals and field
deserters
but move in a common rhythm.*

*The work of the world is common as mud.
Botched, it smears the hands, crumbles to
dust.
But the thing worth doing well done
has a shape that satisfies, clean and
evident.
Greek amphoras for wine or oil,
Hopi vases that held corn are put in
museums
but you know they were made to be used.
The pitcher cries for water to carry
and a person for work that is real.©*

* * *

I'd like to think that the work I have done as Director was "real" . . . that we have accomplished a lot of "real" work in these past few years. These accomplishments have not been mine alone, but a total team effort—Volunteers, staff and host country people working together "in a common rhythm."

My final thought on my years as Peace Corps Director is much the same as that which I have heard expressed by nearly every volunteer I have ever met . . . "I got so much more than I gave." This certainly holds true no matter where you serve or what job you have within Peace Corps.

When Volunteers leave service, we encourage them to stay in touch, stay in the Peace Corps family. When I resign this spring as Director I won't be resigning my spot in the Peace Corps family. There is so much we can do after we leave our formal positions with Peace Corps and I encourage, no, I challenge, you to join me in continuing to serve Peace Corps in whatever way we can. As Sargent Shriver, our first director, said at our 25th Anniversary, "Serve, serve serve . . . for in the end it will be the servants who save us all."

I thank you! I salute you!

Loret Miller Ruppe
Peace Corps Director

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Peace Corps Times

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Peace Corps 1981 to 1989

In 1981, when Loret Miller Ruppe assumed leadership of the Peace Corps, her first task was to re-establish Peace Corps' identity as an independent agency. After ten years of being under the umbrella of ACTION, Peace Corps was on its own again. During Director Ruppe's service, Peace Corps broke new ground with innovative new programs and Peace Corps Volunteers were awarded international accolades.

Since 1981, Peace Corps has entered the following countries.

Papua New Guinea 1981
Cook Islands 1982
Burundi 1983
Haiti 1983
Sudan 1984
Guinea Bissau 1988
Cape Verde 1988
Comoros 1988
Equatorial Guinea 1988

Also, during this time period, Peace Corps re-entered the following nations.

Sri Lanka 1983
Grenada 1984
Guinea 1985
Chad 1987
Pakistan 1988

Other important milestones are as follows:

1982 saw Peace Corps' first participation in the **Caribbean Basin Initiative** as self-help role models. Congress further authorized a 50 percent increase in Volunteers in Central America.

Peace Corps, in 1984, unveiled a new plan, the **African Food Systems Initiative**, a program to place teams of multi-skilled Volunteers in pilot countries to provide both short-term and long-range agriculture assistance. Currently the program functions in Mali, Niger, Zaire, Lesotho, Senegal, Guinea and the Central African Republic.

From October of 1985 until September of 1986, Peace Corps celebrated its **25th Anniversary** of service. Seven nations issued stamps commemorating the occasion. They were Tonga, the Solomons, Tuvalu, Cameroon, Senegal, Sierra Leone and St. Lucia.

In 1986, the **National Arbor Day Foundation** presented its **International Project Award** to Peace Corps for its work in forestry.

Also that year, Peace Corps received the Presidential "**End Hunger**" award.

Congress approved a student loan forgiveness provision in the **Higher Education Act** of 1986 (Public Law 99-498) establishing partial National Direct Student Loan cancellation authority for Peace Corps and VISTA Volunteers.

Sixteen university presidents renewed partnerships between Peace Corps and institutions of higher education.

Campus Compact, a consortium of 120 college and university presidents, joined in launching a Peace Corps internship program for undergraduates to serve overseas for 10 to 15 weeks.

The Beyond War Foundation named all 120,000 current and former Peace Corps Volunteers and staff winners of the prestigious **Beyond War Award** in 1987.

The **Leadership for Peace** program to involve the private sector in Peace Corps activities and to honor those who had participated, was begun in 1987. Peace Corps challenged groups and individuals to help it double in size by the early 1990s.

In 1988, Peace Corps started the **Farmer to Farmer** program in conjunction with AID and Volunteers in Overseas Cooperative Assistance. American farmers act as advisors to Peace Corps Volunteers and host country farmers on short-term assignments.

A pioneering agreement between Peace Corps and the Yale University School of Forestry and Environmental Studies was signed. Graduate students will combine two years of academic study with two years of Peace Corps service. Other schools establishing programs in conjunction with Peace Corps service during the past eight years were: Boston University, Colorado State University, the University of Alabama, the University of South Carolina, the University of the District of Columbia and Texas Women's University. Harvard School of Dentistry agreed to send advanced, licensed students on six-month assignments. Columbia University Teachers College, in conjunction with Xerox, began its outstanding Peace Corps Fellowship program for teachers of math and science.

At its annual meeting in 1988, the National Council of Returned Peace Corps Volunteers established the **Loret Miller Ruppe Award**. The cash award will be given annually to the group which does the most to foster international understanding. The first winners were the Peace Corps/VISTA Alumni of Colorado for their International Fair in Denver.

In 1988 Peace Corps and the **Peoples Republic of China** continued the dialogue as a prelude to beginning a program there.

The African nation of Niger presented Peace Corps Director Loret Miller Ruppe with the **Commander of National Merit Award**. The award is given to those "whose efforts deserve a testimony of appreciation and gratitude for their availability, friendship and devotion to Niger." Director Ruppe accepted on behalf of the 1,680 Volunteers who have served in Niger since 1962. This award is the highest honor the Government of Niger can bestow on foreigners.

In January of 1989, for the first time in its history, Peace Corps staff and returned Volunteers marched in a **Presidential Inaugural Parade**. They carried the 65 flags of the countries in which Peace Corps currently serves.

To the Times

Dear Peace Corps Times,

After nine months of preparation, the Volunteer Advisory Council of Togo is proud to say that its hosting of the first Africa Region Volunteer Conference (ARVC) was a success. Between November 15 and 19, Volunteer representatives from Benin, Ghana, Mali, Morocco and Togo met in Togo to discuss Peace Corps policies focussing primarily on current plans for expansion through the Leadership for Peace campaign.

Representing Benin were Susan Hogan, rural community development and Peter Caron, water. Michael McCormick, science teacher, represented Ghana. Mali's representatives were Linda Rosalik, appropriate technology and Conal Duffy, forestry. Scott Posner (RPCV-parks and wildlife) represented Morocco. Togo had four representatives: Craig Haas, science teacher trainer; Kitty Keough, animal traction/agronomy; Mark Licklider, rural community development and Dianna Wilson, English teacher trainer, RPCV-Thailand. Also present were Brian Whalen, Togo VAC President; Lucy McMillan, VAC Vice-President and Pamela Riley, VAC Secretary—organizers of the conference.

All Peace Corps Africa countries were asked to send representatives to the conference, but funding proved to be a major problem for all but the five nations listed. Instead, a questionnaire was used to acquire additional information, with concerns from Burundi, Chad, Gabon, Niger and Swaziland addressed throughout the conference. The representatives who came paid their own way and used vacation time to attend, with the exception of the Mali representatives, for whom the other Mali Volunteers contributed funds.

The conference objectives were two-fold:

1. to provide Peace Corps/Washington with Volunteer-initiated, grass roots feedback
2. to exchange constructive suggestions for country-specific problems.

All participants felt the conference to be beneficial for both Peace Corps/Washington and Volunteers and strongly encourage endeavors of this kind in other Peace Corps regions.

A report containing the findings of the ARVC has been sent to Washington for review. If anyone is interested in receiving a copy, please write to:

Togo Volunteer Advisory Council
U.S. Peace Corps
B.P. 31943
Lome, Togo
West Africa
* * *

The Times encourages other staff and PCVs to get a copy of this report. This group put a lot of thought and a lot of work into this conference. A brief sampling of their discussions would include the following:

Administration and Volunteers

1. Staffing
2. VACs
3. PCV leaders
4. Associate PCVs (variable-length Volunteers)
5. Host country and non-governmental organization requests for specific skills

Training and Transportation

1. Technical training
2. Language proficiency
3. Motorcycles

Field Concerns

1. Posting
2. Program Continuity
3. Attrition Rates

New Initiatives

1. Leadership for Peace Campaign
2. Increasing Volunteer numbers
3. African Food System Initiative
4. Women in Development

Dear Peace Corps Times,

I found the guest article on agriculture by Neil E. Harl in the July-August issue of the Times informative on some issues but void of the central causes attributed to "Third World" underdevelopment.

Harl remarks that "it is in the best interest of this country . . . to be highly supportive of efforts to increase the rate of economic development of Third World countries." He goes on to mention that economic development means. "... education, health care, highways, harbors, the entire infrastructure." But Harl fails to address the questions pertaining to the disbursements of economic development. Plainly, who benefits and who loses when economic development policies are implemented in Third World countries.

It is simply not a question of building more infrastructure projects. There exist the much larger questions dealing with income inequities, access to social and economic resources, environmental dangers and political power sharing. Until the benefits of economic and agricultural projects are disbursed equally in a society, including the United States, the problems of economic underdevelopment will persist.

PCV Nick Arnis
Yemen

Dear Peace Corps Times,

I'm attempting to track down back issues of the Eastern Caribbean newsletter, *Seabreezes*, in an effort to build up a second set of issues to be used for reference for the next editors of the publication. As the Eastern

Caribbean is now split into the Windward and Leeward Islands, I envision that each will have a separate newsletter and feel that each region should have its own reference library.

I am missing the following back issues of *Seabreezes*—June 1985, Summer 1986, Summer 1987 and Autumn 1987. If anyone has these issues please send them to me at Box 246, Basseterre, St. Kitts, Leeward Islands.

Cory Gilbert, PCV St. Kitts
Editor, *Seabreezes*

Dear Peace Corps Times,

I have the honor to write you today. I am 24 years old. I am also a teacher by profession. In my school days I was mostly taught by U.S. Peace Corps Volunteers.

I am interested in Peace Corps Volunteers and their activities around the world, especially Ghana. I came across the Times and became very interested with the contents and what is currently going on around the world.

I would be grateful if you will publish my address in the hopes that someone would like to be a pen pal. My hobbies are reading, football, sports, current affairs and music.

Ernest Enchill
P.O. Box 727
Takoradi—WR
Ghana
West Africa

More Pen Pals

The Peace Club at Central High School in Valley Stream, New York is interested in corresponding with people living abroad, U.S. and host country nationals. The address is: Charles LaPalme, Peace Club, Central High School, Valley Stream, NY 11582.

* * *

Botswana Cookbook

The staff and Volunteers of Peace Corps/Botswana are compiling a new cookbook for Volunteers and are interested in obtaining as many recipe suggestions as possible. They would like to have at least one recipe from every Peace Corps/Africa country.

If you, staff and Volunteers alike, can help, please send your recipe to:

Michele Young
Peace Corps/Botswana
P.O. Box 93
Gaborne, Botswana

They would like the recipes as soon as possible.

Coverdell Nominated As Director

Paul Coverdell Named Peace Corps Director

Georgia State Senator Paul D. Coverdell of Atlanta, has been nominated by President George Bush to be the new Peace Corps Director. As Senator Coverdell feels a strong commitment to his constituents in Georgia, he will serve in the legislature until it adjourns in March. The United States Senate will hold his confirmation hearings in April.

"I view my nomination to serve as Peace Corps Director as a unique opportunity to work with the finest organization in the country. And, I will endeavor to do my job in the highest tradition of public service in the manner of Director Ruppe, her predecessors and the 130,000 volunteers and staff who have served the agency," Coverdell said.

Coverdell, who was elected to the Georgia Senate in 1970, was elected Minority Leader in 1974.

In addition to his legislative honors, Coverdell received the Good Government Award from the Atlanta Jaycees and was named one of the Ten Leading State Legisla-

Senator
Paul
Coverdell



tors by the *Atlanta Journal Constitution*. He was given the Liberty Bell Award by the Atlanta Bar Association and Hermione Weil Alexander Fund Award for his work in the battle against drunk driving.

Currently, he is the President and CEO of Coverdell and Company, an insurance firm. He is President and a member of the board of directors of the Urban Study Institute of Georgia. He is a journalism graduate of the University of Missouri and served with the Army in Okinawa, Taiwan and Korea.

Three PCVs Die in Holiday Tragedies

Peace Corps is sad to report that three Volunteers died in accidents over the December holidays.

Swaziland Volunteers Juanita "Anita" Quiton and Brenda Crawford died as the result of a car accident near Belfast, South Africa. Miss Quiton was from Portland, Ore. and Miss Crawford's home was in Frostburg, Md.

Steven Butler of Denver, Colo., who was serving in Tunisia, was aboard the Pan Am plane which crashed Dec. 21 in Scotland. He was returning to the United States on emergency home leave.

Peace Corps' deepest sympathy goes out to the families and friends of these Volunteers.

* * *

Matthew Sherman, who died in Honduras the day before he took the Peace Corps oath, was declared a Volunteer posthumously by Peace Corps Director Loret Miller Ruppe.

Save Your Journals

Peace Corps Times has been contacted by Columbus and Company, Discovers' Press, to see if there are any of you who have material suitable for publication.

Columbus and Company is a new small press which plans to publish original personal accounts of discovery, travel, innovation and ordeal by observers whose primary occupations are other than writing but who, for a variety of reasons, have found themselves involved with the unusual and written about it. Expedition narratives, natural history research papers, Peace Corps journals, war letters, cruising logs, production-invention histories, archaeological field notes and survival diaries are examples.

The company does full length works and is also thinking about doing some anthologies.

From a recent letter—"There is a wealth of such 'real' (un-ghosted, non-celebrity) writing by perceptive Americans who have been neither anointed nor co-opted by the New York literary establishment or the 'mass market.' We publish only limited editions (from 1,000 to 2,500) initially. Compensation is contingent on the number of books sold. Costs of editing, printing, distribution and promotion must first be paid. Depending upon the nature of the work and its likelihood of future sales, the author then shares in a constant percentage of further proceeds."

This company is NOT a vanity press. The *Times* has seen a recent book that Discovers' Press has published and it is quite nice. It's the story of an Arkansas lawyer's year-long trip through Africa (where he met several PCVs, incidentally). The production work and binding are very good.

If you are in Washington after you leave service, please stop by the *Times* office for a look at their material. Or you can write to them from your post. Write to: Charles Nichols, New Author Search, Columbus and Company, Box 924, Ketchum, Idaho 83340.

A word of caution—do **not** send manuscripts unless they request them.

Peace Corps has no connection with this company and will take no responsibility in your dealings with them.

PCV Newsletter Editors

A brief reminder that the *Times* wants to receive your newsletters. Several of you we hear from regularly. Some newsletters we never see. The *Times* likes to reprint articles from your newsletters but we can't unless we see them. Please send them **DIRECTLY** to *Peace Corps Times*, 1990 K St. NW, Washington, D.C. 20526.

ATTENTION CURRENT PEACE CORPS VOLUNTEERS



WANTED: VOICES FROM THE FIELD

DO YOU
ever wonder how your Peace
Corps country is portrayed in the
U.S.?

WE ARE
soliciting essays & interviews
with your counterparts, focusing
on what **they** want Americans to
know about their country

PLEASE CONTACT
Laura Byergo
Development Education
National Council of RPCVs
1319 F Street, NW #900
Washington, D.C. 20004

Focus—The Solomons

About the country

Population:	297,000
Land Area:	10,639 sq. miles—922 islands
Terrain:	6 main islands: Guadalcanal, Malaita, Choiseul, New Georgia, Makira and Santa Isabel—each island is mountainous with tropical rain forests
Capital:	Honiara (on Guadalcanal)
Languages:	English (official), pijin (lingua franca), 12 other language groups with over 40 dialects
Religion:	95% Christian, 5% custom
Ethnic Groups:	Melanesian (93%), Polynesian (4%), Micronesian (1.4%) and others
Climate:	Equatorial
Location:	1,200 miles northeast of Australia and between Vanuatu and Papua New Guinea in the Coral Sea

Although we have little prehistoric knowledge of the Solomons, excavations indicate that a hunter-gatherer people lived in the islands as early as 1,000 B.C. Some islanders are descendants of peoples who migrated somewhat later from Southeast Asia.

The European discoverer of the Solomons was the Spanish explorer, Alvaro de Mendana de Neyra. He sailed from Peru in 1567 seeking the legendary Isles of Solomon, believed to lie west of South America and said to have been visited by the Incas. Mendana used the name and the promise of gold to lure potential settlers to join him in a colonization effort in 1596. The first attempt was a disaster—some of the settlers were attacked by the islanders and many more, including Mendana, died of disease. The remnants of the ill-fated colony sailed for the Philippines but were lost at sea.

Several more attempts to colonize the islands also failed. A Western navigator, British mariner Philip Carteret, entered Solomon waters in 1767. In the years that followed, more explorers visited the area. Missionaries began coming to the Solomons in the mid 1800s. They made little progress at first, however, because of the "blackbirding" in the area which led to a series of reprisals and massacres. (Blackbirding was the brutal recruitment of laborers, in this case for the sugar plantations in Queensland and Fiji). The evils of this trade

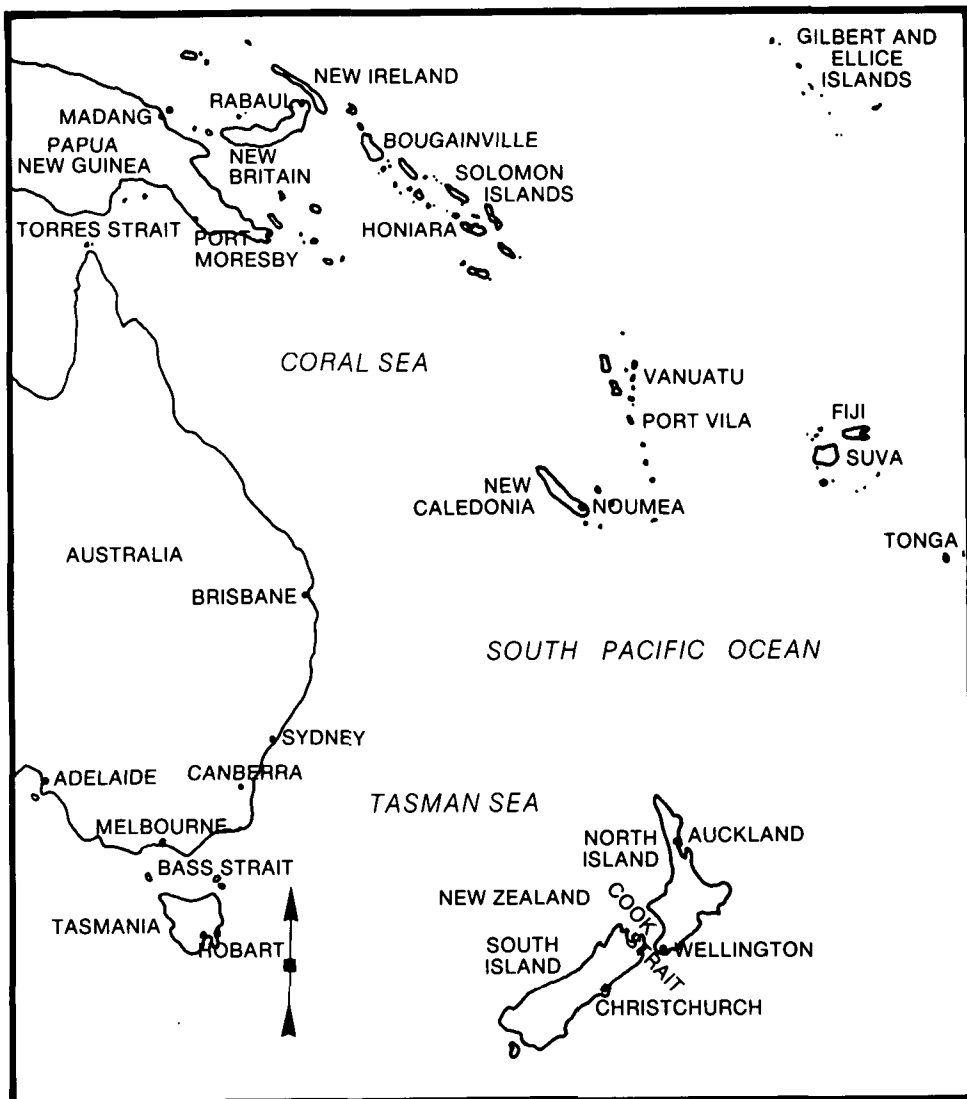
prompted the United Kingdom to declare a protectorate over the southern part of the islands in 1893. As time went on more islands were added until the remainder of the archipelago came under British jurisdiction. Under the protectorate, more missionaries soon came to the Solomons and succeeded in converting most of the islanders to Christianity. The influence of missionaries is still great today and the Solomons is one of the most peaceful places on earth.

In 1893, Britain made the central Solomons a protectorate following the lead of other European powers such as France and Germany in their colonization of the Pacific. By 1900, Britain had added more islands to the protectorate and the Union Jack was to fly over the Solomons for many years to come.

The Solomons became important to America during World War II because of their strategic location in the Pacific Theatre. Japan invaded the Solomons in April of 1942, and in August of that same year, the U.S. Marines landed on Guadalcanal. Some 19,000 Japanese and 5,000 Americans were



Gil Brudge shows workers at the Central Hospital's laundry how to operate their new gas dryer.





K.T. Miller, Area Council advisor, examines a potential water source with Francis Peroqolo, Area Council member and the Chief of the Mount Austen village. Miller graduated from Ball State University with a degree in social science and received his masters in social work from Indiana University. Prior to becoming a PCV, Miller spent more than 20 years in private practice. He was the founder of the Indianapolis Gestalt Institute.

wounded or killed on Guadalcanal alone, while countless others died at sea.

However, many American servicemen were rescued by Melanesians who risked their lives in doing so. One of those servicemen who was rescued who went on to make American and Peace Corps history was Navy Lieutenant J.G. John F. Kennedy.

After the war the Solomons sought out modern technology and ideas and most important, self-government. Self-government was achieved on July 7, 1978 when the Solomons became an independent state and the 37th member of the British Commonwealth. (Some of the photos accompanying this article were taken last year during the nation's 10th anniversary celebration.)

Peace Corps/Solomon Islands

The first Peace Corps Volunteers arrived in the Solomons in 1971. Over the years, the program has reflected and responded to the development concerns of a country rapidly evolving from a protectorate into an independent nation. The two major programs over this association have been Community Development and Education, each adapting to the specific needs of the times. Also, many of our Volunteers have been assigned to work directly with the government, usually at the provincial level. Recently, more Peace Corps Volunteers have been assigned to work in conjunction with other develop-

ment agencies such as UNICEF, Foundation for the Peoples of the South Pacific (FSP) and the Solomon Islands Development Trust (SIDT).

A unique facet of Peace Corps/Solomons is the high number of married couples in the Volunteer contingent. Several of the programs request couples and of the current 70 Volunteers, there are 25 married couples.

Current Programs

Within the broad category of **Community Development**, Peace Corps/Solomons has several programs working with the government to help direct the overall development of the country. The Area Council Advisors program is designed to assist the already existing bodies of local government in their development plans for the rural areas under their jurisdiction. Advisors have assisted in such areas as educational workshops, project proposal writing and implementation, and preparing long-term development plans.

Two more government-associated community development programs are the Provincial Planner project and Provincial Legal Advisors. Begun in 1978, Peace Corps' provincial planners have been instrumental in the decentralization of government infrastructure. Also, they were key in helping write the country's first five-year development plan.



Ebony NguzuNguzu is the symbol of the Solomons. This figure, carved in the Western Province, could always be seen on the prows of tribal war canoes.



Laurie Stewart, Health Education worker for Honiara Town Council, teaches a Guadalcanal family about nutrition. Laurie, a native of Lebanon, Oregon, received her degree in nutrition from Whitworth College in Spokane.

The Legal Advisors program was started in 1983 and has aided the government in most legal matters. The lawyers in this program have written opinions on a wide range of issues, from the legality of local councils' bylaws to contract disputes with foreign logging companies.

Four programs function under the umbrella of **Education**. Volunteers at rural training centers and provincial secondary schools concentrate on teaching skills to aid young adults in making vocational choices. PCVs also helped to develop curricula at the rural training centers.

The community education program is designed to help people in the rural areas adapt to changing lifestyles. Depending on the community, this program can have an impact on village employment and thereby reduce migration of young islanders to urban areas.

In 1985, the health education project was initiated and it has already had a direct effect upon improving the rural areas. Volunteers are working towards reducing infant mortality, improving maternal health and decreasing common communicable diseases. Health education Volunteers also train island counterparts.

The Energy and Appropriate Technology program focuses on promoting and teaching Solomon Islanders about alternative energy sources available such as charcoal burning stoves. Some PCVs are currently working on alternative energy projects with new technology such as solar panels.

Finally, the Agro Forestry project is geared to improving subsistence farming in areas that have a food supply problem. Similar to Community Education, a goal of this project is not only to increase the food supply, but to help curtail the migration of Solomon Islanders to urban areas.

* * *

Special thanks to Laura Geyer-Miller for providing the bulk of the copy and for K.T. Miller for taking all the photos. Laura holds a degree in English from Butler University in Indiana and is a certified English teacher. Prior to service, she worked as a technical writer and for Peace Corps/Morocco.

Newsletter Editors

Don't forget to send copies of your country newsletters directly to the Peace Corps Times. We like to reprint articles from them. And here's a thought sent to the Times editor from Nancy Mayer in the Philippines which I thought was worth passing along. "May your copy be clean and your deadlines be met!"



Vince and Kathy Paris, Guadalcanal Provincial planners, work on a four-year development plan with Provincial worker. Michigan Volunteers, Vince and Kathy are part of the "married" contingent. Before service, Vince, a graduate of Northern Michigan University in conservation, worked for Testing Engineers and Consultants. Kathy, a graduate of General Motors Institute, received her MBA in organizational development from Eastern Michigan. She was employed by General Motors.

About the Cover—Gil Burdge, Alternative Energy and Appropriate Technology Officer, works rooftop with two islanders installing solar panels for a new hot water heater at Central Hospital. This is the first hot water heater the hospital has ever had. From New Jersey, Burdge graduated from the Merchant Marine Academy and saw service in World War II, Korea and Vietnam.



Laurie Stewart and Laura Geyer-Miller (in doorway) hold a cross culture session for new trainees at Lambi Bay. This leaf house where it was held was built by K.T. Miller and the Solomon Islanders.

A Day At the Races

Last year, during the Solomons 10th anniversary celebration, Peace Corps was invited to arrange an afternoon of Children's Events. "Will you do it?" asked our Country Director Deborah Hubbard. Naturally I could. I had done the same type of work for the City of Minneapolis Park and Recreation Department. "Sure, I'd like to," I answered. "Anyway, it would be a good way to give something to the children of the Solomons." As I left the office, I thought, what can I plan for children's events. What do children in the Solomons like to do? What have kids in the Solomons done for Peace Corps Volunteers? That last question produced one of my favorite stories about children in the Solomons.

The event took place in our training village. It was evening and a bunch of us were gathered at the local stand pipe taking our showers. We were talking usual trainee talk (How's the food at your house? How big is your room? Does your family speak English?) when Tom yelled, "Don't anybody move! I've popped out one of my contact lenses!" Everyone stopped. Our bodies were rigid and stiff but our eyes scanned furiously. Slowly, we began to move and conduct a gentle but thorough search. The ground below the stand pipe was white coral and the grass was sprayed with water. The grass shone and every water bubble looked like a contact lens in the setting sun. We did our best to discover the hiding place of Tom's contact but eventually gave up as our host families called us in for dinner.

Later that night we went back to the stand pipe. Tom was there as were several other Volunteers. Tom had brought his feeble kerosene lamp and several children were using it to search for his contact.

"They have been here since I lost the darn thing. I wish they'd call off the search. It's not like they even know what a contact lens looks like," Tom said. As I glanced back, three children were holding the lamp close to the ground. The lamp was throwing two inches of dull light onto the grass. "Yes," I said. "They are never going to find it." We laughed and started to talk about other things. Soon we were interrupted by the voice belonging to the smallest child. On his finger balanced a tiny, clear delicate bowl. It was Tom's contact. "Hem bilong you?" (Does this belong to you?) the child asked. Tom and I laughed at the ability and perseverance of these children and at our own ignorance and incompetence.

This incident does not stand alone. Children of the Solomons have kept PCVs and Trainees away from poisonous fish, fixed their meals, taught them how to paddle a dugout canoe and basically educated them on all the crucial points needed to exist in the Solomons. The children are often the Volunteers' best friends—helping them to learn pijin, showing them where the best swimming places are and just being

friendly. It would be fun to plan the children's events for one reason: the children of the Solomons deserve a celebration!

In the months that led up to the Independence celebration I attended meetings, wrote letters begging money from the business community and I thought about being a kid. Being a kid in America in July means 4th of July picnics with relay races, 3-legged races, wheelbarrow races, the sack race—these had always been my favorites. Why not provide the same kind of thing for the Solomon children? The idea seemed appropriate—as Peace Corps Volunteers we should share our culture and customs with the people of the Solomons. It was clearly the best choice—provide the children with



Ceremonial dancing was widely featured during the Solomons' 10th Independence Celebration. Here a custom dancer from Malaita waits with his group to perform.

an afternoon of good old American-style fun.

On Independence Day, Peace Corps Volunteers and staff assembled on the playing field. The children had started to arrive and found their way to the registration table. They would be competing in three age groups. The registration table swarmed with potential racers and, almost instantaneously, every one of the 300 competitor slots had been filled. We had them sit in lines according to age. I explained the guiding and covered last minute details with PCVs when I heard the sound of singing. Children in the Solomons often break into beautiful spontaneous song. I turned and saw six straight lines of children all sitting obediently singing, "Shake, shake the mango tree. Mangoes ripe and golden . . ."

We listened while we made all the final arrangements. Soon everything was ready. The announcement was made. "Places everyone! Let the races begin!"

The seven-and-eight-year olds were the first to run their events. The first was the Sack Race. They got into their sacks. Ready—go! Their grinning and grimacing faces expressed joy and effort as they hopped onward. Several flopped to the ground, laughing only to get up and try again. Some had the hopping down to an art as they crossed the finish line. Others looked as if they were racing with a sack of squirming puppies. The race ended quickly and the winners were found. They were exhausted, but happy.

The nine-and-ten-year-olds were next. The wheelbarrow race presented a particular problem. Girls of the Solomons wear dresses or skirts. It would be difficult for them to be the wheelbarrow so they were paired up with boys. Many of the girls proved to be very skillful wheelbarrow drivers, matching their speed with the boys. Again winners were found, hot and sweaty but delighted and relieved. The events continued and the eleven-and-twelve-year olds completed their series of races which were heralded by the crowd.

When all events had been completed the winners were gathered together on the stage. The children who had not placed sat on the field and watched their fellows receive their prizes which were awarded by Deborah Hubbard, who was also master of ceremonies and Bill Warren, U.S. Charge d' Affaires.

The event had been a rousing success and more importantly, fun! By looking at their faces alone, it would have been impossible to decide which children had won and which ones had not. Every child wore the smile of a winner. Everyone cheered the winners. When they were told the non-winners would get consolation prizes of balloons and pencils the cheer became a roar of delight.

The events were over and we began to take down the ropes and collect the bags. I heard a small voice behind me. "Misses. Tangio tu mus," (Thanks very much.) said a young girl. She was smiling and holding a balloon and pencil.

PCV Joanne Guillery

Reminder

Check your paperwork. Is your property insurance coming due or do you want to increase the amount? Most companies do not send reminders to PCVs so this is your responsibility. Remember how long the mail takes and plan ahead. Take action now.

A Taste of Honey

World wide Peace Corps has nearly 100 Volunteers assigned to beekeeping as a primary project with many more engaged in it as a secondary project.

Before he finished his third year of service in Paraguay, PCV William Art sent the *Times* a photo story on beekeeping with the Kenyan Top Bar Hive. The accompanying photos tell the story—first you find a log to make the boards to build the hive. Art served as a beekeeper extension advisor in Barrio San Pedro. He is from Kansas City.



First step—finding suitable wood in your local woodlot or forest to cut logs and shape as boards.

Some Notes on Honey

As Peace Corps steps up its bee and honey projects in the Eastern Caribbean, I became curious as to the value of honey besides being a delicious source of quick energy.

Dr. D.C. Jarvis, an authority on folk medicine in the USA, relates several interesting reasons for using honey as opposed to refined sugar: honey is non-irritating to the lining of the digestive tract; it is easier for the kidneys to process than other sugars and along with the Prophet Mohammed, the doctor recognized the gentle laxative properties and its value as a mild sedative.

The early Egyptians dressed wounds and burns with honey. The scientific principle being that honey possesses the outstanding property of hygroscopicity (attracts water). Disease germs, like many living cells, die

from loss of water (dehydration), thus the destruction of the germs occurs.

Nutrient composition tables give little information on the actual composition of honey.

Traces of the B vitamins have been found, as well as significant amounts of Vitamin C in some cases. The minerals of importance are iron, sodium, potassium, manganese, calcium, magnesium, phosphorus and some essential enzymes. The darker the color, the more nutrients present.

The caloric count approximates sugar and honey can replace sugar in most recipes. When using honey in place of sugar, use only $\frac{3}{4}$ the amount and reduce the liquid in the recipe by 10% for each cup of honey used.

This "nectar of the gods" will probably continue to be around for another 15,000 years, but if during that time you ever find it crystallizes, just warm it over a pan of hot water!

Lori Pratt
RN, Dominica

Reprinted from *Seabreezes*.



Properly attired, PCV William Art (at left) and counterpart, tend the hive.

Technology Update, citing the British publication *New Scientist*, reports that the University Teaching Hospital in Nigeria, "some 59 patients were treated with honey because their burns, bedsores or other lesions had not healed when treated with conventional dressings and antibiotics. The honey dries infected tissue and allows tissue repair. Dead and infected tissue could then be removed easily. The wounds were all free of infection within one week of honey treatment (with the exception of one infected with mycobacterium ulcerans). Honey is slightly acidic and is water-absorbent. In addition, it contains the bactericide inhibine."

World Development Forum



Building the hive with freshly cut boards.



Displaying the new Kenyan hives.

Best Shot Photo Contest

The Best Shot Photo Contest continues to exceed our wildest expectations. In the beginning (fall of 1987) when we introduced this feature we thought it would yield one or two snaps each month. But, we're receiving between five and ten every week. Yes, we have quite a back log.

In the next two issues we will have special photo sections to feature many of them. And, in another effort to make the most of things, Peace Corps style, we will incorporate some of your photos into special features. For instance in this issue we have the beekeeping segment and the health workers. And, we may be able to piece together a country feature or two in the future.

You Could Be A Winner

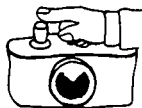
All Volunteers and overseas staff are invited to participate in the Best Shot Contest. The photos should reflect your Peace Corps experience... your assignment, site, the people you work and/or play with, your home, your friends. PCVs at work are the best subjects. Black and white prints are best for reproduction but the Times will accept color prints and some slides.

Tell us about yourself... what you do, where you're from in the USA, how long you have been in country, what your job is like and anything else you'd like to see in print.

And, tell us what is going on in the photo and who is in it. Sometimes still we have to guess.

Each Volunteer who has a photo printed will receive a nice certificate. In the past, we have mailed prizes (lots of M & Ms) but for several reasons we are having to discontinue that practice.

Be sure to print your name and address on your photo so we can return it to you. If you're nearing close of service, please include your stateside address. As the Times must keep the photos until they are used (we don't make extra prints), if you COS within six months of when you mail the photo give us your home address.



We'd like to take this opportunity to thank all of you for your continued participation and providing us with photos and letters about your life as a PCV. We hope this contest is an added incentive for you to take more pictures of your friends and some time exposures of yourself. You'll want them when you come home.

Dixie Dodd



From PCV Shanilka de Soyza in Thailand comes this picture she took while her group was conducting a diagnostic blood survey at a Muslim school. She worked in filariasis control program in the southern part of the country. Shanilka tells us that she is a Sri Lankan-born American who grew up in Little Rock.

This Won't Hurt a Bit!



From Paraguay, Flo Capone sent this snap taken of rural health nurses working in the vaccine program. Beth Parker holds the child while Katie Rowley gives the injection. You can just barely make out Jana Moore who also participated in the program. Flo is a third-year health education Volunteer.

Life After Peace Corps

California Needs Bilingual Teachers

According to a recent (12/88) *New York Times* article, California schools are experiencing shortages of bilingual teachers. Over 600,000 California students need assistance with English before other subjects can be mastered; 75% of them are Spanish speakers. California's shortage may be more critical than similar states with large non-English speaking populations (such as New York and Texas) because of California's commitment to "teaching students first in their native language . . ."

The University of California at Santa Cruz has started a special program to train bilingual teachers, according to the *Times*. Dr. Eugene Garcia, Chairman of the Department of Education, University of California, Santa Cruz, CA 95064, (phone 408-429-2043); Dr. David Dolson, Assistant Manager of the California Bilingual Education Office, P.O. Box 944272, Sacramento, CA 94244-2720, (phone 916-322-3357) and the Commission on Teacher Credentialing, 1812 Ninth Street, Sacramento, CA 94244-2700, (phone 916-445-4688) are sources of information about bilingual teaching and certification.

Fisheries Grad Program

The fisheries program at Mississippi State University is seeking mature, dedicated graduate students who can work independently and stick with a tough job. RPCVs are obvious choices for Dr. Donald Jackson (RPCV/Malaysia) and other faculty members. Dr. Jackson is willing to work with any PCV who would like to generate data sets in his/her country of service and then use the data as the foundation for a graduate thesis. MSU also offers an active RPCV group, according to Dr. Jackson. Write him at Department of Wildlife and Fisheries, P.O. Drawer LW, MSU, Mississippi State, MS 39762-5917, for more information.

Nedra Hartzell,
Returned Volunteer Services

Computer Usage

The use of computers has made it possible to map the worldwide distribution of disease-transmitting insects and reservoirs of vector-borne disease in nature. We are on the threshold of being in a position to predict outbreaks of insect-borne diseases and to institute control measures before the outbreak occurs.

WHO—Point of Fact

Waste Industry Offers Strong Job Opportunities

The rush to careers in waste management is not of the same magnitude as the movement to jobs in the space industry but the experience with Love Canal in New York and the publicity which greeted the hospital wastes washed up on eastern beaches this past summer have highlighted what can become one of the fastest growing fields in the coming decade. The fact that waste management isn't one of your favorite breakfast table conversation topics also means that too little is known about jobs in the field.

New Jobs, New Companies, Climate for Growth by States

The latest *Inc. Magazine* ranking shows the greatest opportunities today may be in the middle-sized states.

Ranking the percentage increase in new jobs, new enterprises, and fast growth companies, the top ten include several in the sun-belt: Arizona (1), Florida (4), and California (9). New Hampshire (2) was joined by a number of border and southern states: Maryland (3), Virginia (5), Georgia (6), Delaware (7), Nevada (8), and Tennessee (10).

At the bottom of the *Inc* list were northern tier states of Alaska (46), South Dakota (47), Montana (48), North Dakota (49), and Wyoming (50). (*Inc. Magazine*, October 1988)

National Volunteer Week

April 9 through 15 has been designated as National Volunteer Week. As in the past, Peace Corps will honor representative Volunteers from each of the three regions: NANEAP, Africa and Inter-America, as the John F. Kennedy Volunteers of the Year.

These Volunteers will be chosen from those working in environmental and ecological related assignments, either as primary or secondary projects. Candidates are nominated by country staff.

A new twist this year is that the JFK Volunteers of the Year will be selected by a Blue Ribbon panel of environmental experts. Formerly, the selections were made by Peace Corps staff.

The three PCVs will come to Washington to receive their awards. Then they will visit recruitment offices and do a public awareness tour.

Also new this year—one RPCV will be honored for environmental work.

There are a reported 600,000 dumps and landfills all over the country which contain hazardous wastes and toxic chemicals deposited before current standards were developed. The federal government's \$8.5 billion Superfund was developed to attack the problems of the past. For the present and future, stricter controls on waste disposal, pressure from environmental groups, and manufacturers and cities seeking additional, safe, disposal sites have created the waste management industry. Strong demand exists for persons in these fields, most with training at the master's level. The numbers on the table refer to vacancies likely to occur between 1985–1990 as shown in the *Occupational Outlook Quarterly* (Winter 1987):

Field	Needed 1985–1990
Hydrologist-ground water	10,672
Hydrologist-surface water	1,138
Toxicologist	963
Civil Engineer	938
Soils/geotechnical engineer	925
Environmental engineer	626
Construction manager	625
Engineering geologist	900
Geochemist	350
Environmental chemist	851
Analytical chemist	806
Organic chemist	315
Chemical engineer	326
Industrial hygienist	25
Risk assessment specialist	270
Waste water engineer	313
Biologist	250
Spill engineer	38

Also in demand are environmental lawyers, one San Francisco law firm (*US News and World Report*, September 12, 1988) has 28 specialists in environmental law on its staff. Responding to Environmental Protection Agency regulations takes hours of time and mounds of paper. Some environmental problems take as long as two years to investigate and perhaps that long to develop agreed upon/approved solutions.

Jobs are open with consulting firms which contract with public and other agencies, with the federal government, with companies having to dispose of toxic materials, and with specialized waste management firms.

Among the institutions now offering majors in hazardous waste or related fields are the Universities of Arizona, Michigan, North Carolina, and Texas as well as Johns Hopkins University. A useful compilation on the field is the *Hazardous Waste Services Directory* (J.J. Keller and Associates, 145 W. Wisconsin Avenue, Neenah, WI 54956.) Reprinted from *Career Opportunities News*, December 1988, with permission of Garrett Park Press, Garrett Park, Md 20842.

Feature

Women in Development (WID)

Women frequently have been left out of the development process because of cultural constraints and other barriers that prevent them from realizing their full potential. Peace Corps is working to change this situation through a practical approach in its training and programming. Although there are no WID programs as such, Volunteers assigned to Health, Agriculture, Forestry, Education and all other Sectors are learning how to work effectively with projects improving the lives of women.

WID Committees

Each Peace Corps country has a WID Coordinator and a Committee of Volunteers who plan activities and set goals to ensure that all Volunteers and staff understand the role of women in their host country and why it makes economic sense to bring them into the development process. They also meet together to share information and pool resources.

In Thailand, the Committee produced a video illustrating the importance of Thai women having access to new information about growing rice because they are the ones planting and transplanting it. The Committee also organized a three-day conference for all Volunteers. Many noted Thai women and men led workshops on such subjects as the relation of women to Buddhism and to Thai law. Volunteers also considered the question of how to involve women in their projects.

In Senegal, the WID Committee developed a manual guiding Volunteers in four areas: identification of woman's groups to work with in their communities; a seminar to train the Volunteers' counterparts on how to conduct a feasibility study; a system to help women design their own projects; and methods and materials to train Volunteers to teach untutored women numerical concepts.

Senegal's WID Committee held a regional conference focusing on early childhood learning, leadership skills, business skills and community participation. Similar conferences and workshops have taken place in Costa Rica, Fiji, Central African Republic,

Nepal and Thailand. At these conferences, Volunteers have had a chance to learn from each other and from their counterparts the techniques that work best. Sandi Burton, an RPCV from Nepal, has drafted a manual, *Women Hold up Half the Sky*, on how to conduct such workshops and suggests the following ideas for PCV follow-up action:

- Becoming involved in women's groups already established in the community, and linking their programs with Peace Corps programs;
- Facilitating the formation of women's groups where they do not exist;
- Starting host country female teacher support groups, literacy classes, tutoring services for female students, scholarships and athletic activities for girls;
- Recruiting village women to become members of community planning committees;
- Linking women with employment opportunities, even in such 'non-traditional' jobs as forest/nursery guards, carpenters, welders and agriculture extension workers;
- Focusing on maternal health, nutrition and income-generating activities that not only reach women, but are run by women;
- Bringing appropriate technology to women;
- Scheduling training programs so that women can attend (being cognizant of their daily activities);
- Redesigning educational materials so that the materials are functional and the women can understand them;
- Introducing women to local and regional development offices and helping them understand how to use services and resources available to them;
- Finding markets for products women produce, and teaching them basic entrepreneurial skills, such as bookkeeping, counting, selling, etc.;
- Establishing child care centers;
- Raising people's awareness of women's workloads, the roles women play in society and the constraints upon them;
- Providing program managers with ideas on how to involve women more effectively.

In-country newsletters are another means by which Committees are exchanging infor-



mation and identifying resources. Frequently, when Volunteers write about their projects, others often discover the similarity of problems and successes.

OTAP's Role

Peace Corps/Washington is vigorously supporting the efforts of WID Committees through its Office of Training and Program Support. Barbara Ferris, RPCV Morocco, 1980 to 1982, with a background in community development and public administration, came on board in 1987 as WID Coordinator.

Ferris sees her role as supporter, promoter and cog on the wheel for WID Coordinators and Committees worldwide. She also works to stimulate concern for WID throughout Peace Corps. With the assistance of Jennifer Southard, Ferris publishes a quarterly newsletter, *Exchange*, which is distributed to all Peace Corps Volunteers and staff. True to its name, the *Exchange* provides a forum for Volunteers to report on their projects and programs, to learn what resources are available to make them more effective in their work and to find out who's doing what.

Ferris believes that Peace Corps is moving forward in the direction of integrating WID into all aspects of Peace Corps training—Preservice, Stateside, In-Service and Overseas Staff Training—so that women's needs and roles are being addressed. "It is imperative," Ferris says, "that women be brought into the economic development of their own countries, and our responsibility is to train Volunteers as to how they can foster this process."

Recognizing that training materials have been scarce, the Overseas Education Fund (OEF) and the International Women's Tribune have developed excellent "how to" manuals available in English, French and Spanish. Particularly ***Women Working Together*** (ICE No. WD003), produced in Latin America, and ***Navamaga*** (ICE No. WD006), which OEF produced jointly with the Women's Bureau of Sri Lanka, are excellent tools for working with groups. They provide easy-to-follow modules on how to organize, do feasibility studies, marketing studies, production, etc. Also films, such as *The Water of Ayole* and *The Women's Construction Collective of Jamaica*, illustrate how communities—men and women working together—can be helped to help themselves.

Ferris is working with the various Sectors to assist their efforts to have Volunteers involve women in their projects. OTAPS Specialists in the Health Sector, for example, want to increase Volunteers' awareness of women's health problems and are working to identify available resources and materials. They are collaborating with such groups as the Women's International Public Health Network and the Centre for Population and Development Activities (see **WID Organizations**) to find out what exists. The Network has produced an excellent study, *Mother and Child Health: Delivering the*

Women in Development . .



.. Spans Every Sector



Services, co-authored by its director, and a quarterly newsletter in English and Spanish. Together with CEDPA, the Health Sector has produced a manual, *Community Nutrition Action for Child Survival*, which will be distributed soon through ICE. The Health Sector sees itself functioning as a clearinghouse, informing Peace Corps staff and Volunteers of publications such as these, while at the same time hearing from countries about the programs and materials they are using to improve women's health and to educate women about their health needs.

Ferris believes that men can play a critical role in ensuring that women have training or educational opportunities. In keeping with the cultural norms in certain societies, male volunteers can be especially influential in seeing that such opportunities are accessible and available to women in their communities.

According to Ferris, both training and community-based programming are the key to women's full participation in the economic development of their communities and countries. She hopes to see the day when the needs and roles of women are so much a part of Peace Corps thinking that they are integrated, for example, into language lessons in Preservice and In-Service Training.

Peace Corps history speaks for itself. As Volunteers and staff continue working towards total human resource development, it is essential that we strive to include everyone in this process.



ICE ALMANAC

ICE Director
David Wolfe

Editor
Judy Benjamin

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 808, 1990 K St., NW, Washington, DC 20526.

From the Field

Women's Leadership Seminar

Editor's Note: The following are excerpts from a report of a workshop organized by PCVs Tamara Giles and Cyndi Luppi, to train village women in the Central African Republic (CAR) to become community leaders. Giles and Luppi together with other Peace Corps Volunteers and host-country counterparts did the training, supported by Technical Assistance from the Small Project Assistance Program (SPA). ICE is planning to reprint this report in its entirety and will make it available upon request to Peace Corps Volunteers and staff.

Summary

In the Ouham and Ouham-Pende prefectures of the Central African Republic, most extension agents who carry out development work on village levels are men. Cultural biases influence these extension agents to target predominantly male audiences; consequently, women, who perform a substantial proportion of the village work, have limited or no access to help that these agents might otherwise offer. Development programs, therefore, are not effectively reaching women in these regions.

Two Peace Corps Volunteers working for VITA's [Volunteers in Technical Assistance] Post Harvest Food Systems Project, Tamara Giles and Cynthia Luppi, conceived of the Women's Action Week as an attempt to reach village women. VITA's Post Harvest Project, concentrating largely upon food storage and processing, has encouraged extension agents to seek out women audiences within their villages, but cultural biases toward teaching men remain fairly strong. For a project concentrating upon reducing women's work, this bias proves detrimental to propagating food storage and processing themes.

With the help of Kathleen DeBold, VITA Expert in Training and Extension, we sought to design a training program for village women leaders that would encompass not only VITA project themes, but those of women's consciousness-raising, health and apiculture. Ultimately, our vision was not simply to create a corps of women who could teach specific technologies, but to give these proven leaders some tools with which they could improve their communities' living standards. Teaching specific technologies and consciousness-raising themes, we hoped, would serve as a springboard for other collective village works.

The Women's Action Week comprised a week-long training of 15 village women leaders. This training sought to increase

these women's awareness of their roles in developing their communities and to enhance their self-confidence in effecting community changes. The training provided an introduction to storage and food processing themes propagated by the VITA Post Harvest Food Systems Project; pesticide control and microbial contamination, taught by Peace Corps Health Education Volunteers; and candlemaking, one aspect of Africare's Apiculture project. The women received simple training in various extension techniques, to be reinforced by PCV follow-up during the next year.

Small Project Assistance Program (SPA)

SPA is a unique program that joins the human resources of the Peace Corps with the financial resources of the Agency for International Development (AID). Established in 1983, the Program currently supports small self-help efforts through direct grants to community organizations in over 35 countries.

SPA consists of two components: the SPA fund, which directly supports community projects; and the Technical Assistance (TA) agreement, which provides training and technical advice to PCVs, staff and Host Country Nationals (HCNs) working on these projects.

SPA grants are made by PC/Country Offices to community groups working with PCVs in food production, small enterprise development, renewable energies and health.

Funds are available through PC/Washington to provide in-service training for PCVs and HCNs and to provide countries with program consultants. TA activities stimulate and/or directly support SPA projects.

For information on qualifying for a SPA grant or for Technical Assistance, contact the PC Country Office or the SPA Coordinator, OTAPS, PC/Washington.

Training Program

We conducted most of the technical classes from 7:30 a.m. to 10:00 a.m. and from 10:30 a.m. to noon each day and designed afternoon sessions (3:00 p.m. to 4:30 p.m.) to reinforce the morning lessons. Prior to attending the workshop, many women already possessed some familiarity with some of the VITA food storage and processing themes. Because the workshop attempted to cover quite a bit of information, we organized classes to give an introduction

to the technologies and extension techniques. Extensive individual follow-up during the next year will effectively train these women.

In order to keep energy high and to reinforce lessons, we taught songs during and after classes. These songs provided much of our "off-hours" entertainment.

Samples of Activities

Activity: Ice breaking games; Song *Deku Ayeke Ga*

Objectives:

To introduce all trainees and trainers to one another;

To establish a relaxed learning and working environment;

To encourage women from different tribes to feel comfortable with one another.

Description: (a) Women stand in circle and learn others' names for a few minutes. One woman then tosses a ball to a different woman in the circle. Each woman must name the person who threw her the ball as well as the person to whom she will throw the ball.

SOURCE: *Games for Girl Scouts*, 2nd ed. (New York, NY: Girl Scouts of the U.S.A., 1969), p. 15.

(b) One woman teaches a song and dance from her village. Part of the song involves singing one's name and village.

Discussion: Both activities worked well in establishing a relaxed atmosphere, diminishing a sense of exclusivity among women of the same tribe, and introducing all of the participants to each other.

* * *

Activity: The Role of Women in Development

Objectives:

To increase women's awareness of their work, especially compared to that of men;

To stress the importance of mutual understanding and of cooperative work among village women;

To highlight existing collective works among village women and to suggest new works on which women might collaborate.

Description and Discussion: a) Women were divided into three groups and were asked to respond to the following questions:

What good works have been done in your village?

Are there any works that have not gone well?

b) Trainer asked the women to describe a day in their village in terms of the work they performed. Each time a woman mentioned a certain task (such as cooking or carrying wood), trainer would put a picture illustrating that task on the felt board. She did the same for men's work, highlighting that

women generally perform more work than men do.

c) Trainer showed two nearly identical pictures of a woman bent over, sweeping. In one picture, the woman sweeps using only one stick, while in the other picture, the woman sweeps with a broom made of many sticks. After asking the women to describe the pictures, trainer pointed out that just as one stick will not sweep a room, one woman alone cannot make changes in a community. And just as a group of sticks can effectively clean a room, a group of women can make changes to improve their community.

d) Trainer then showed two pictures of trees. One picture portrayed a healthy fruit-bearing tree. The other portrayed a tree, one-third of which was bare, another third had leaves but no fruit and the last third bore fruit. She asked the women to describe the difference between the two trees, and then related these responses to village dynamics. The unhealthy tree resembled the village in which some members work together and others do not. Those working together "bear fruit"; those who do not, die, isolated from the rest of the village. The healthy, fruit-bearing tree represents a village in which the villagers understand one another and work together; hence, it bears fruit. Trainer stressed the importance of mutual understanding and collective work.

* * *

Activity: "Who am I?" A consciousness-raising game

Objectives:

To reinforce class discussion on Women in Development;

To encourage women to identify and to reflect upon the different roles that they play in their lives;

To introduce women to acting out roles in skits.

Description and Discussion: a) In a brainstorming session, women responded to the question "Who am I?" Trainers initially provided personal examples (i.e. sister, mother, Volunteer, Central African) in order to motivate the women to respond. The women provided the following responses: farmer, matron, *Women of the Good Word* (Protestant Women's Group), person who raises animals, cook, *Legionnaire* (Catholic Women's Group), person who washes children, clothes washer, person who carries wood, *mama ti duke* (mama of improved wood stoves), person who works with honey.

b) We divided the women into four groups, requesting that they choose one role to act in pantomime in front of the other three groups.

c) We then asked the women to point out

those roles they had chosen and those they had not chosen.

Women then responded to the question, "Of the roles you have not chosen and that you dislike, which could you change and which could you not change?" Some answered that they could not change doing field work; if they did, they wouldn't eat. An interesting discussion ensued, centering upon the woman who had maintained that she disliked carrying bad water and drying food on the ground. Other women suggested that she could change these roles by working with her group and other village groups to raise money for a water pump and a drying floor.

SOURCE: Game adapted from Dian Seslar Svendsen and Sujatha Wijetillake, *Qui suis-je? Les Roles que nous jouons, Navamaga: Formation visant á renforcer les projets collectifs, la santi, et les activites remuneratrices* (Washington, DC: OEF International et le Bureau des Femmes de Sri Lanka, 1986), pp. 35-6.

* * *

Activity: Game Smile

Objectives:

To have fun;

To boost energy levels.

Description: Women divide into two teams. A representative from one team visits the other team for 30 seconds, during which she must make members of the opposing team smile or laugh. Those who laugh have to go to "prison." The team with the most women remaining at the end of the session wins.

This game worked very well, and we discovered that Central Africans have some interesting methods of making people laugh. We would strongly recommend playing this game among single-sex groups.

SOURCE: Adapted from *Games for Girl Scouts*, cited earlier.

Evaluations

We conducted two evaluations. The first sought to determine how much of the major concepts and technologies the women had retained. The second elicited feedback from the women themselves about the workshop.

The Road Game—The women were divided into three teams. The game board consisted of a road map containing a starting point, five road obstructions and home. At each obstruction, a player from each team had to answer a question correctly in order to advance to the next obstruction. If the player answered incorrectly, her team would remain at that obstruction until the team responded correctly to a question. The team reaching home first, won.

In practice, the game encouraged collective efforts. If the team representative could

not answer, or answered incorrectly, the entire team was asked to respond to the question. If the team could not respond, another team was asked the question. Collective responses were not counted as correct, and no teams could advance to the next obstruction from answering collectively.

The evaluation did indicate roughly those techniques or concepts that the women did not understand. They appeared to have the greatest difficulties with theoretical questions, such as those requiring them to list advantages. They seemed to find specific, technical questions easier.

In addition, the evaluation supported impressions of the individual women gathered throughout the week. It pointed out those individuals, acting alone or collectively, who may need extra help in the field.

Conclusions

For the most part, we felt pleased with the workshop. As this report suggests, we learned through trial and error how we might best convey ideas and technical knowledge to village women. Moreover, we learned a great deal about how we as Peace Corps Volunteers can best use our skills.

Our strengths lay in designing the courses and innovative teaching techniques, but Central Africans proved far more effective in actually conveying ideas and technical knowledge to other Central Africans. The women listened far better to Central Africans than they did to us. We could talk endlessly of the importance of mutual understanding and cooperation, and the women would nod in agreement without really listening to our words, but Mathurine and Odette, [host country trainers] saying the same words, would elicit heartfelt responses from the women. Mathurine's and Odette's presence at this workshop proved invaluable, and we strongly believe that the workshop would not have succeeded as it did without their help.

This conclusion has important implications for future workshops and extension work of this kind. Host Country Nationals (HCNs)—and not just functionaries—who understand both the technical knowledge and the innovative extension techniques will convey messages far more effectively than we will. We ought not to be so arrogant as to think that because we understand the teaching techniques better, we shouldn't invest the necessary time and energy in teaching a Host Country National to do the same. Certainly it takes more work and frustration than teaching technologies and ideas directly to a group of village people, but we believe that ultimately, those people will learn those lessons far better from another Central African than from us.

Let's Hear from You

ICE encourages all Volunteers to send us copies of any materials they develop as a result of their Peace Corps experience; these may be of help to other PCVs. We appreciate receiving manuals, case studies and teaching materials, as well as reports on specific projects. We also appreciate receiving materials developed and published by other organizations in-country, as frequently these materials are helpful to PCVs as well.

ICE makes these items available in the Resource Center so that they can be used to respond to specific questions from the field and to help Peace Corps Volunteers and staff research specific subjects. We also send copies to the Peace Corps Library, where they are kept for archival purposes, as a record of Peace Corps' activities.

Everything we receive is carefully reviewed by ICE and by OTAPS Sector Specialists, as well as other people with an interest in the subject. If submissions are of sufficient general interest, we may decide to publish them as an ICE manual or feature excerpts in an issue of the *ICE Almanac*. Sector Specialists also may want to distribute them to Volunteers or use them in developing training materials.

ICE has recently received the following:

- **Agroforestry Nursery Operations in Lesotho: A Monthly Almanac**, by Patrick and Sharon Sweeney. Published by CARE, Lesotho, July 1988.
- **Phonics Program for Grades 1, 2 & 5, Guthrie Plantation School, Bomi County**, by June Schumacher, PCV, Liberia.
- **Egg Preservation in the Tropics** by Edward Gardner Counselman, PCV, Nepal.
- **Agroforestry Species for the Philippines**, edited by T.E. Hesleish and B.K. Holaway. Printed in the Philippines and funded by U.S. Peace Corps.
- **Conservación de Suelos (Soil Conservation)** [text in English], by Thomas Gould, PCV, Guatemala.
- **Kinderpest and Its Control with Special Reference to Africa**, by Andrea L. Edmundson, July 1988.
- **Youth Promoters Handbook, Social Services Sector—Youth Development**, by Jay Boll, PCV Honduras, September 1987.
- **The World Map Project: Map-Making Procedures for Primary School Educators**, by Barbara J. White, PCV, Dominican Republic.

Village Banks in Guatemala

One of the major private voluntary organizations involved internationally in economic and social development is CARE. In Guatemala, more than 50 Peace Corps Volunteers are working hand in hand with CARE to implement Integrated Aquaculture and Agroforestry Projects. Now, CARE/Guatemala has another project that may interest Peace Corps—Village Banks to provide small-scale working capital loans to women's groups.

In Guatemala, as in many countries throughout the world, women have few opportunities for access to credit. Going through normal channels, they are confronted with guarantee or collateral requirements, a preference for financing export crops and a bias towards projects controlled by men. Also, the paperwork involved, whether they are working through the private sector or government-sponsored credit lines, assumes a high level of functional literacy that is rarely the case in the countryside. Women therefore face a dilemma: they can either try to obtain short-term working capital from a prestamista, the local loan shark, who charges 10 to 15 percent interest a month, or limit themselves to their own meager resources and forget about venturing further to raise their families' incomes and improve the quality of their lives.

It is commonly accepted in Guatemala that there is strength in unity. The Indian culture promotes communal work beyond the level of the extended family. For this reason, CARE investigated the possibility of countering the credit constraints rural women face through a group credit mechanism. It also wanted to develop a project that could complement its ongoing rural health care work with women. Infant mortality rates in the Guatemalan countryside are among the highest in Latin America. Because of inadequate transportation and other problems, it is difficult to provide health care to families living in inaccessible communities, who traditionally suffer from poor health and hygiene.

In designing an appropriate project, CARE was guided by the pioneering efforts of the Grameen Bank in Bangladesh, which was giving loans to poor, landless peasants through a system of *solidarity groups*, whereby members exerted pressure on each other to assure repayment. Acción Internacional (AITEC) in Latin America and Foundation for International Community Assistance (FINCA) in Costa Rica were following similar models.

Adapting this approach to the problems of rural women in Guatemala, CARE conceived of the idea of having local women establish and run Village Banks, which



A member of the Village Bank signs the register.

would be informal savings and loan organizations offering individual credit to their members. CARE would take on the role of short-term financial sponsor and be one of several technical advisors. Staff from CARE's Maternal Child Health Care and Agroforestry Projects would recommend communities where these banks could be tried.

In a period of eight months, CARE's pilot project has reached eight communities and more than 360 direct beneficiaries. The project operates in the following manner:

(1) In each community selected, CARE extension workers and other agency representatives identify six to eight women as community leaders. These women are asked to list the problems they and other women in the area face and to think about the variety of ways that short-term outside assistance can address these needs. The term *credit* is not used purposely, so as not to bias their assessment. If the community has potential for more commercial activity and the women appear willing to commit themselves to a self-reliant effort to improve their standard of living, then CARE proposes the Village Bank system to them as a way of achieving their objectives.

(2) Membership is restricted to women. Initially, each member receives a standard



As CARE extension workers look on, the Village Bank Secretary and Treasurer register a member's weekly savings.



In San Miguel, Village Bank members meet to discuss their plans.
Village Bank photos—Mike Goldberg

loan of 125 Quetzales (about \$50.00), enough to raise a piglet or to plant broccoli or some other short-term cash crop. The rate of interest is slightly higher than commercial rates but one-fifth the rate *prestamistas* charge. The loan is to be repaid in one lump sum after 16 weeks.

(3) Members are required to deposit weekly savings in the Village Bank. These savings are later deposited in formal banks, providing the possibility of access to future funding at commercial rates. Under a simple matching system, the more the member saves, the more money she can borrow in the next four-month period.

(4) As a group, members must take on responsibility for at least one other community project. They may conduct a campaign to vaccinate animals against rabies, or repair a village street or make a presentation to the community at large on child health care.

From the initial experience with these Village Banks, a number of important lessons have been learned. Primarily, these women do not naturally accept the role of community leaders, preferring to abdicate decision making to an outside extension worker, who must constantly remind the women that the Village Bank is their project. Once they understand that all members must share responsibilities as well as benefits, leaders may begin to assign tasks to others. They are not afraid to enforce the rules when necessary, realizing that this is important for group cohesion.

Also, the women recognize the long-term advantage of saving on a regular basis. Initially, the expected rate of savings was about 20 percent of the face value of the loan over the four-month cycle, but in fact, the rate has been almost twice that amount.

None of these women had ever saved in an organized way before.

Finally, and most important, the women see these Village Banks as a chance to pull together as a community. They see them not only as an economic opportunity but as a way of attacking the social and health issues as well as the economic issues that have held them back for so long.

The CARE example applies to Guatemala, but it could be much more widespread in the future, given its promising results. Village Banks hold out a challenging opportunity for Peace Corps to consider. CARE intends to explore with Peace Corps/Guatemala further programming possibilities stemming from the Village Banks.

Mike Goldberg, RPCV Ecuador 1983-85
Chief, Food for Work Project, CARE/Guatemala

Green Library

Since publishing the last issue of the *ICE Almanac*, we have received information about another organization working to preserve the environment, Green Library. Located in Berkeley, California, Green Library is a nonprofit corporation that provides basic resource materials to groups interested in setting up libraries on environmental issues in countries where natural resources are being threatened. Green Library pilot projects exist in Poland, Nepal, Latvia and Ethiopia where a mobile children's library is being established. Any group interested in starting a project should write to Green Library, describing the country's environmental problems, the books needed and the plans for establishing and maintaining the collection. The address is 1918 Bonita Avenue, Berkeley, California 94704. Tel. (415) 841-9975.

Examples from Mali

Health Care—PCV Judith Lane lives and works in the village of Gono. In recent years, mortality among young children has been abnormally high because of malaria. Lane arranged a small loan of about \$25.00 for the community to purchase 2,000 chloroquine tablets from the regional dispensary in the nearby town of Douentza. Mothers bought the tablets at a cost of about five cents for two. The loan was repaid immediately and the profit from the sale of the tablets reinvested in chloroquine.

Small Business—PCV Jeanne Welch lives in a community of traditional potters. The women make water jars to sell at a weekly market 18 kilometers away. Firing the clay is done by covering a pile of jars with wood and burning it. This method is inefficient because too much fuel is consumed and too few jars can be fired at one time. Welch is working with the women to build a kiln, which will conserve firewood, make work easier, increase production, reduce costs and increase profits.

Appropriate Technology—PCV Kerry Clark lives in Soulouba, where villagers farm without the tools and equipment that would make their lives easier. From a block of wood and bent nails, Clark is testing to see whether she can devise a corn husker. She is also using coke bottles and cured cement to make mullet grinders. If these devices are successful, she will be saving the villagers, women particularly, from many hours of tedious and painful work.

Networking

WID Organizations

ICE Almanac and Exchange, the newsletter published by OTAPS' WID Coordinator, have featured several organizations that focus on women in development. These have included the Overseas Education Fund (OEF), Women's International Public Health Network, International Women's Tribune Centre, United Nations Development Fund for Women (UNIFEM) and the Trickle-up Program.

Two other organizations are particularly interesting because they illustrate the range of issues WID can encompass. Although stressing different aspects of development, both often support similar projects, and both work internationally through affiliates.



THE CENTRE FOR DEVELOPMENT
AND POPULATION ACTIVITIES

1717 Massachusetts Avenue, N.W.
Suite 202
Washington, D.C. 20036

CEDPA's primary activity is training. It conducts two different workshops: one for women, entitled *Women in Management* (WIM) and the other, *Supervision and Evaluation as Management Tools* (S & E), for both men and women. These workshops are for middle-management people in developing countries, selected as potential community leaders. They are being trained in both technical and human relations skills, so that they can help to initiate community development projects. The focus of projects on family life and family management has expanded to include health and nutrition, as well as income-generating activities.

CEDPA holds at least three of these workshops each year—one each in English, French and Spanish, and sometimes a fourth, conducted in Arabic. From 30 to 50 people participate in each workshop. Sessions last for five weeks. Most take place in Washington, D.C. and may include a field trip to New York and several days at a retreat nearby.

In their final sessions, participants are asked to prepare concept papers, which are essentially proposals that pinpoint the needs of women in their communities and a responsive plan of action. A participant from Bangladesh in a WIM workshop, for example, proposed a pilot project to help a women's rural cooperative market its handicrafts. The project involved a marketing

survey, loans to produce better products that respond to identified demands and showrooms set up to sell the products.

CEDPA's intention in these workshops is to train people who will go back to their communities and make use of the lessons learned. With CEDPA assistance, trainees have organized local workshops and regional conferences.

In ten countries—Bangladesh, Egypt, India, Indonesia, Kenya, Mali, Peru, Senegal, Togo and Zaire—alumnae have established affiliates to initiate a wide range of projects. CEDPA supports them with training materials, technical assistance and up to \$5,000 in seed money for each project.

To illustrate the multiplying effect of its training, a CEDPA report describes how a two-week WIM workshop in Nairobi sponsored by its alumnae affiliate in Kenya resulted in a proposal written by a former CEDPA trainee to have the village of Kamuthanga build and operate a training and health center for girls. To make the proposal a reality, CEDPA provided a grant of \$5,000, trained the health workers and established the center's bookkeeping system. Within a year, the center was training girls in tailoring, baking, nutrition and family life education and operating a basic health unit. In addition, the community group that initiated the center branched out into projects to improve the village's water supply and sanitation.

CEDPA's seed-grant activity has developed into two types of projects selected, funded and monitored by the Washington office. One is a project supported by USAID's Office of Population; the other is the *Better Life Project*, financed by the John D. and Catherine T. MacArthur Foundation, which promotes the types of activities for girls and young women the Kamuthanga center represents.

CEDPA's training helps the women develop their own proposals. From the concept papers submitted, CEDPA selects the best and then funds and monitors these "Better Life" projects.

RPCV Thomas Leonhardt, who is CEDPA's Senior Training Advisor, sees a role for Volunteers in these projects, especially female Volunteers to whom the women probably will relate better than to the men. Leonhardt would like to see WID integrated into development activities instead of being "pro forma," as it tends to be now in many international agencies.

Especially in Africa, Leonardt says, "Women do the work. They are the future; they're holding the Continent together. It's imperative that people take them and their role seriously."

Although CEDPA would like to decentralize its training activities and expand its network, Leonhardt feels there is value in having the workshops in the U.S. "Before they

come here, these women feel they're isolated. When they leave, they know they're not alone. They realize they belong; they have a network, and that's very empowering."

ICE will soon publish the manual, *Community Nutrition Action for Child Survival*, which CEDPA prepared in collaboration with OTAPS Health Sector Specialists. CEDPA's workshop training manuals, available in four languages, as well as any of its other program materials can be obtained by writing to CEDPA. Volunteers may wish to nominate participants for CEDPA workshops; a limited number of scholarships are available.



Women's World Banking

104 East 40th Street

Suite 607

New York, NY 10016 USA

In contrast to CEDPA with its focus on family life and management, Women's World Banking views women's lives from an economic standpoint. It is interested in creating a global support network for women who want to become entrepreneurs but lack the capital or skills to do so.

Some 40 countries are represented among the associations that have affiliated themselves with WWB. Local women who want capital to start or expand their businesses will approach an association for sponsorship. If the association thinks these women are proposing projects that are good risks and can show some collateral, however small, it may either provide them with loans directly or guarantee 25 percent of any loan from a local bank; WWB will guarantee 50 percent, while the bank will be responsible for the remaining 25 percent if the loan is forfeited. WWB believes that by spreading the risk in this way, local lending institutions are given the needed incentive to lend money to women.

WWB's service center in New York oversees the capital fund that guarantees the loans and helps to organize and support local affiliates. It will provide some technical assistance to improve management capability and hold regional meetings for affiliates to exchange information.

Affiliates have lent money directly to individual women or to women's groups. Some women's cooperatives have been founded in this way.

Many affiliates are conducting programs to upgrade their clients' business skills. Some provide free management consulting services. In addition to dealing with women in business, some have expanded to health care programs and family counseling.

Peace Corps Volunteers have been cooperating actively with at least one of the local affiliates—the *Asociación Dominicana para el Desarrollo de la Mujer* (ADOPEM), an association to promote women's small businesses. Volunteers are helping to screen clients, following up to see how well these business women are doing and helping them perfect their management skills. Volunteers also have worked previously in Kenya.

According to Ann Duval, WWB's Vice President for Operations, the organization's affiliates would welcome Volunteer assistance, as they are all voluntary organizations, usually understaffed. Volunteers also could help with women's groups sponsored by local affiliates, who are setting up small-scale enterprises. In either case, Duval believes, "It would be good experience for Volunteers to work with our affiliates."



New ICE Reprint

ICE's newest publication in our Reprint series is *Salud Y Nutrición Para Todos: Un Programa Educativo* (ICE No. R-68) [Health and Nutrition for Everyone: An Educational Program]. Available only in Spanish, the book presents information appropriate for teaching elementary-school-age children principles of health and nutrition.

The book's 22 chapters each treat individual health-related themes, from general information about the human body to more specific information on such subjects as dental care, nutrition and illness. Each chapter has suggested learning activities for specific age groups, and readers are encouraged to use locally available instructional materials. Sample examination questions as well as additional suggested learning activities are listed in an appendix.

Written by RPCVs Jane King and Cynthia L. Heep, the book adapts ideas found in *Donde No Hay Doctor* [Where There Is No Doctor] (ICE No. HE024) and *Aprendiendo a Promover La Salud* (ICE No. HE064) [Helping Health Workers Learn] (ICE No. HE-061) for instructional purposes. It is based on the writers' experiences in Guatemala.

Columbia University Workshops Train Education Volunteers

Columbia University's Teachers College was responsible for training the first group of mathematics and science teachers for Peace Corps service in Ghana. In anticipation of the twenty-fifth anniversary of Peace Corps, the Ghanaian Ministry of Education, Peace Corps/Ghana, Peace Corps/Washington and Columbia University Teachers College planned a workshop in Accra for Ghanaian teachers and Peace Corps Volunteers. The success of the workshop led to an agreement between Peace Corps and Teachers College to collaborate on other workshops—in Kenya and Botswana in 1987 and Lesotho, Malawi and Swaziland in 1988.

This collaboration between Peace Corps/Washington and a major American university, which began as a public relations initiative, has developed rapidly into an effective part of Peace Corps' In-Service Training Program, providing university-level instruction for Peace Corps Volunteers and host-country teachers. Thus far, the costs of this Teachers College program have been modest. Columbia University has contributed instructional costs and tuition benefits, the Education Sector/OTAPS at Peace Corps headquarters has paid for international travel and Peace Corps posts have covered on-site expenses of trainers and Volunteers.

To date, more than 200 Volunteers and 100 host-country teachers have completed the intensive week-long workshops. A seventh workshop is planned in The Gambia early in 1989, and three additional workshops are slated, one each for Tonga, Western Samoa and Fiji, in summer 1989.

Typically, the Teachers College workshops include courses in mathematics and science teaching combined with practical demonstrations and discussion of educational trends in the host countries. The Teachers College faculty join with host-country professors to conduct the workshops to ensure that the sessions are relevant to the needs of Peace Corps Volunteers and host-country teachers. Thus far, workshops have concentrated on the teaching of science and mathematics but also have included the teaching of English as a Second Language, reading skills in mathematics and science, and test-taking skills so important in many developing nations.

One popular innovation is the availability of graduate credit free of charge for workshop participation. Volunteers who complete both the mathematics and science courses satisfactorily earn two semester



hours credit applicable toward a master's degree at a North American university.

Fifteen former participants are now applying workshop credits towards advanced degrees within the Teachers College Returned Peace Corps Volunteer Fellows Program. In operation since 1985, this program offers former Education Volunteers employment as teachers and a substantial tuition reduction to permit them to complete a master's degree in mathematics or science and earn a teaching certificate within two academic years. A number of graduates of this program are now teaching overseas in training colleges or working abroad in an educational field.

For more information about this program, please contact John Guevin, Education Sector Specialist/OTAPS, Peace Corps.

Dr. Lisa Evered, Professor
Teachers College, Columbia University

Books, Books, Books

ICE is offering the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in RE001—**The Whole ICE Catalog**. To order, write to Peace Corps Information Collection and Exchange, Room 808, 1990 K Street, NW, Washington, DC 20526.

SMALL ENTERPRISE DEVELOPMENT

- SB011 Small Scale Manufacture of Burned Building Brick
- SB021 Management Consulting: A Guide to the Profession
- SB026 Employment and Development of Small Enterprises
- SB047 Handicrafts II: A Case of Promotion

SPECIAL EDUCATION

- SE006 Vocational Rehabilitation of the Mentally Retarded
- SE040 A Cry for Health

(Continued on page 23)

Sector Updates

NOTE: The following are publications newly listed by ICE, which distributes them free of charge. **(IRC)** preceding the number and title indicates that ICE distributes it only to In-country Resource Centers (IRCs) and Training Centers, **(IRC/AS)** only to IRCs in Asia. **(PCV)** means ICE distributes it to all Peace Corps Volunteers and staff; **(RP)** indicates it is available only to Volunteers and staff working on related projects, while **(AG)** means only on Agricultural Education projects.

AGRICULTURE

(AG)AG067—Agricultural Education in the Tropics, by S.O. Olaitan. 1985 (Macmillan Publishers, Tool, Entrepotdok 68a/69a, 1018 AD, Amsterdam, The Netherlands) 194pp. \$5.66.

Comprises a comprehensive discussion of the philosophical, historical, sociological basis of agricultural education together with practical methodology for teaching agricultural science in secondary schools. Aimed at secondary school teachers-in-training or advanced students in teachers' and agricultural colleges. Most relevant to those concerned with planning and implementing policies on teaching agriculture for in-service training. Includes suggestions for class activities, complete lesson plans and teaching programs. Contains charts, illustrations and photographs.

(IRC) AG010—Gender Issues in Farming Systems Research and Extension, edited by Susan V. Poats, Marianne Schmink and Anita Spring. 1988 (Westview Press, 550 Central Ave., Boulder CO 80301) 450pp. \$29.50.

Compilation of papers based on the University of Florida conference of the same title. Discusses theory, methodology and case studies, examining such topics as labor allocation and crop and livestock systems in agricultural production, research and extension. Emphasizes and explains the vital role women play in increasing agricultural productivity for small-scale farmers. Contains papers specific to several countries in Africa, Asia and Latin America. Includes charts and tables.

(RP) AG188—Pastures and Pasture Management in the Tropics and Sub-tropics, by R.M. Jones, J.C. Tothill, R.J. Jones. 1984 (The Tropical Grassland Society of Australia, The Cunningham Laboratory, 306 Carmody Road, St. Lucia, Brisbane, Australia) 74 pp. \$6.00.

An introduction to tropical pasture science, primarily suited to students, extension workers and scientists seeking a general outline of knowledge in this field. Besides considering improved pastures, emphasizes native grazing lands as the primary source of animal production for years to come.

COMMUNITY DEVELOPMENT

(IRC) CD016—Building Community: A Third World Case Book from Habitat International Coalition, edited by Bertha Turner. 1988 (Building Community Books, 5 Dryden Street, London, WC2E, 9NW, England) 190pp. \$15.26.

Presents 20 case studies of grass-roots projects in Third World countries in Latin America, the Caribbean, Africa and Asia to describe the potentials, problems and breakthroughs in housing and community development. Summarizes the issues and presents overall conclusions. Includes a directory of pertinent resources.

(IRC/AS) CD029—Community Management—Asian Experience and Perspectives, edited by David C. Korten. 1986 (Kumanian Press, 630 Oakwood Ave., #119, West Hartford, CT 06110) 328pp. \$19.95.

Emphasizes the role of local villages and resources as the foundation for people-centered development strategy in Asia and addresses the issues and implications of adapting this development approach. Discusses the government's interventionist role as it provides support and information for local initiatives. Offers examples of innovative community projects.

SMALL ENTERPRISE DEVELOPMENT

(RP) SB116—Small Industry in Developing Countries. 1982 (The International Bank for Reconstruction and Development/The World Bank, 1818 H Street NW, Washington, D.C. 20433) 77pp. \$6.50.

Focuses on succession of cottage industries to larger industries. Discusses entrepreneurial initiative and the incentive and ability of Third World entrepreneurs to manage. Concluding section discusses small industry programs and their relation to development.

(RP) SB118—Your Business Plan, Oregon Small Business Development Network. 1987 (U.S. Small Business Administration Federal Building 1220 SW Third Avenue, Room 676, Portland, OR 97204) \$15.00.

Step-by-step guide to writing a feasibility study for people interested in starting a business or wanting to improve their business by reevaluating markets, expenditures and competition.

TRAINING

(IRC) TR034—How to Be an Effective Trainer—Skills for Managers and New Trainers, by Barry Smith and Brian L. Delahaye. 1987 (John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10158) 404pp. \$39.95.

"How-to" training manual written specifically for managers, supervisors and trainees needing to communicate knowledge and skills. Contains a basic training overview as well as information on advanced learning techniques and theories. Demonstrates how to assess specific training situations through a training needs analysis and suggests applicable training approaches. Each chapter focuses on a particular training skill or concept, including skill objectives, tests and exercises. Can be used for self-instruction or as a textbook in a classroom setting.

WOMEN IN DEVELOPMENT

(IRC) WD053—It's Our Move Now: A Community Action Guide to the UN Nairobi Forward-Looking Strategies for the Advancement of Women, by Joanne Sandler. 1987 (International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017) 118pp. \$6.00.

Designed to provide women with background on the UN Nairobi Forward-Looking Strategies (FLS) document and aid them in developing campaigns for pressuring governments to enforce the conditions established by the agreement. The FLS document, which should be used in conjunction with this resource, provides a blueprint for action to advance the status of women globally. Stresses full participation and integration of women into all areas of society and emphasizes the impact of women on policies in energy, housing, water management, the media, decision making, etc. Includes case studies and illustrations that demonstrate the use of the FLS document to improve the status of women.

Farmer-To-Farmer Program (FTF)

The Farmer-To-Farmer (FTF) Program brings the expertise of American agricultural professionals to PCVs working in agriculture and related fields. Primarily, these agricultural experts serve as a resource for PCVs involved in primary or secondary projects that require short-term (30-120 days) technical assistance, but they also may serve as technical consultants to other PCVs and host country counterparts. These consultants are available for a range of projects from credit cooperatives to soil conservation.

The program is a collaborative effort: the in-country staff and FTF Coordinator/OTAPS review the PCV's project and request for technical assistance, Volunteers in Overseas Cooperative Assistance (VOCA) recruits the appropriate volunteer, and USAID funds the program.

If you are interested in having an FTF Volunteer assist your project, contact your PC Country Office or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington.

* * *

Following is an example of a recently completed FTF assignment in Honduras:

Dr. Roger Ellis, a veterinarian from Michigan State University, worked with PCV Marcia Keith for three weeks in August 1988, to provide assistance to members of the Milk Producers Cooperative of Comali, San Marcos de Colon, in the Honduran highlands. The objectives for this assignment were (1) to educate farmers regarding factors of cattle nutrition relating to production and reproduction; (2) to investigate feed options and availability to improve nutrition; (3) to improve re-

productive management and herd health practices. Even the partial list below of tasks completed by Dr. Ellis and PCV Marcia Keith is impressive:

—visited and evaluated 19 area farms with herds varying from 15 to several hundred animals.

—evaluated milking procedures and hygiene; tested for clinical and subclinical mastitis on approximately 450 cows (California Mastitis Test); palpated approximately 400 cows to evaluate reproductive status of herds.

—conducted a seminar with 30 participating farmers to discuss observations and recommendations for disease, mastitis, and nutritional problems.

—conducted a workshop for 15 PCVs (Animal Production) on mastitis, milk quality, milk hygiene, zoonotic diseases and animal nutrition in the tropics.

—worked with two Honduran veterinarians to train them in mastitis testing, rectal palpation techniques, milking techniques and herd health management.

—collected approximately 180 blood samples and 60 tissue samples from the farms and a local slaughter house, for analysis of macro- and micro-nutrient status.

In addition to this exceptional field work, Dr. Ellis hand-carried from the U.S. donations of approximately 2,000 veterinary drugs, supplies and equipment valued at over \$2,500, for delivery to the Animal Production sector of PC/Honduras. According to PCV Keith, all cooperative members contacted agree the assignment was extremely valuable and they are requesting a follow-up visit at the end of the dry season (March/April 1989).



FTF Volunteer Dr. Roger Ellis examines livestock.

(Books . . . from page 21)

HEALTH/NUTRITION

- HE034 Village Health Committee
- HE045 Primary Health Care: Progress and Problems
- HE054 Health Care Guidelines
- HE066 Two Faces of Nutrition
- HE093 Visual Aids in Nutrition Education
- HE119 Practical Mother & Child Health Care
- HE126 A Book About Sexually Transmitted Diseases
- HE145 Teaching and Learning with Visual Aids

WOMEN IN DEVELOPMENT

- WD010 Village Women Organize: The Mrar Bus Service
- WD012 Women & Development
- WD016 Women, Men & the Division of Labor
- WD042 Information Kit for Women in Africa

WATER/SANITATION

- WS033 Diaphragm Pump
- WS047 Water, Sanitation, Health—For All?

IRC Questionnaire

ICE is conducting a survey of our In-Country Resource Centers (IRCs) to help us learn how we can best help them do their most important job—get good, needed information to PCVs quickly. When the results of the survey have been compiled, they will help us determine:

- what is the level of development of each IRC;
- what kind of materials are most needed by each IRC;
- what other kinds of support do IRCs need;
- how do IRCs work to help Volunteers;
- how are IRCs staffed and funded;
- what training is needed by people working in IRCs;
- how can we best help IRCs network with each other and with other organizations with relevant information;
- how can we best share information gained from the experience of IRCs.

In the next issue of the ICE Almanac, look for a summary of the results of this survey.



This Best Shot photo from the Dominican Republic is of health worker Julie Marquet weighing a local child. Julie works in the growth monitoring/child survival program. She is from Arlington, Virginia. The photo was taken by Nanine Hartzenbush.