

PEACE CORPS TIMES



Art by Linda H. Hockenberry

March/April 1987

To The Times

Dear Peace Corps Times,

I am a Volunteer in Honduras working with cocoa bean producers and their families. Aside from our export project, we are experimenting with chocolate products made from the cocoa beans as a possible income generating project and as a nutritional addition to the household.

Although Hondurans enjoy chocolate, there are few indigenous recipes. I know that many cocoa producing countries are also Peace Corps countries and hope that if cocoa is processed or used in your community that you will take time to write down the preparations and recipes

and send them our way.

Recipes from other Latin American countries will probably be matched more closely to Honduran tastes, but information on the appropriate technology processing of cocoa beans could come from as far away as Ghana, Kenya and the Philippines. Thank you for your time and any help you can send.

PCV Phyllis Bloch
La Masica, Atlantida
Honduras
Central America



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Dear Peace Corps Times,

A committee of former Dominican Republic Volunteers and staff is planning, along with current staff and Dominican friends of Peace Corps, a celebration of the 25th Anniversary of Peace Corps in the Dominican Republic.

The celebration will be held June 25-27 in Santo Domingo. It will include seminars and country updates, as well as social events.

Please consider this an invitation for all those interested to attend.

If anyone would like to be on our mailing lists to receive information about the celebration (whether you plan to attend or not) and follow-up education development activities, please contact former Country Director Tom Gittins at the following address:

PC/DR 25th Committee
Box 188
Alexandria, VA 22313

If you know anyone who has been associated with Peace Corps/Dominican Republic, please pass the word.

Robert Reid
Peace Corps/Dominican Republic

Front Cover—Dennis McCarthy paints a tropical paradise of a Micronesian woman surrounded by hibiscus. The art work comes from a sketch book he used daily during his Volunteer service in Micronesia.

Back Cover—McCarthy depicts a Micronesian man with a tribal mask amid exotic plants. (Story—Page 4)

News in Brief

Thirty-five years have given the International Development Conference, which met in Washington, D.C., this month, a track record to look back on. "I recall," says IDC president Andrew Rice, "the speech of Senator Mike Monroney of Oklahoma, in which he proposed a soft loan affiliate of the World Bank...a proposal which came to fruition in the creation of the International Development Association. At another International Development Conference in the late 50s, Congressman Henry Reuss of Wisconsin joined Senator Hubert Humphrey in proposing a 'point four youth corps.' The plan came to life with the subsequent establishment of the Peace Corps (in 1961). And, in the early 70s, much of the thinking that led to the greater emphasis on poverty eradication as a major goal of development was first expressed at IDC conferences. "I remember," says Rice, "the head of the policy planning staff of the World Bank, Mahbub ul Haq, talking about the need to deal with poverty where it existed...in other words, working with the impoverished rather than waiting for the wealth created by industrialization and large capital development to trickle down to the poor."

World Development Forum

* * *

United States participation in the United Nations Volunteer program is at an all-time high with 25 (up from 19) citizens placed. Nine are serving in the Peoples Republic of China. Peace Corps is the U.S. screening headquarters for this program. For more information write to: UNV Program, Room 801, Peace Corps, Washington, D.C. 20526.

* * *

Peace Corps is currently exploring the possibility of establishing a program in Chad. Exploratory visits have also been made to Pakistan and Comoro Islands.

* * *

The first All-Peace Corps Language Program Development Conference will be held at the end of May in Sri Lanka.

From the Director

In January, 1985, I was pleased to announce a new Peace Corps program, the Africa Food Systems Initiative (AFSI), designed to help reverse Africa's declining food production and develop self-sustaining food systems. In a national appeal, I asked 10,000 Americans to contact Peace Corps about helping with this important program. The response was outstanding. By March, over 20,000 caring Americans had answered the appeal.

Now, just two years later, AFSI programs are well underway in three countries, Mali, Lesotho and Niger. Assessment teams have recently arrived in four additional countries, Senegal, Sierra Leone, Central African Republic and Guinea, to determine their specific needs. The ten-year, collaborative program will ultimately assist up to 12 African nations.

Twenty-five years of experience in community-based development coupled with modern techniques provide Peace Corps with a solid base for the program's procedures and implementation. We know the problems will not be solved overnight; a long-term, multi-faceted and focused approach is required with the small farmer playing an integral role.

AFSI projects consist of teams of five to ten Volunteers, each with a complementary skill, working with small farmers in a specific area toward a certain objective. As the needs of an area change, new Volunteer teams will be dispatched, with new goals and work teams established.

The teams work on problems in pre-production, production, and post-production. Specific projects include land preparation, agricultural education, marketing strategies, storage and preservation of products and nutrition education.

AFSI teams will be confronted with the same set of obstacles Peace Corps Volunteers have struggled with over the years, each of which limits the African farmer's ability to take advantage of new opportunities:

- Low health and nutritional status and illiteracy, which compound problems caused by the farmers' lack of access to im-

- proved technologies;
- Environmental degradation—poor, deteriorating soils, loss of watershed and improper water resource management greatly complicate improved food availability;
 - Birds, insects, bacteria and viruses, which all reduce production;
 - Ineffective technologies for processing, preserving and storing food crops that lead to extensive post-harvest losses; and
 - The seasonal and single-crop nature of most farming systems which contribute to low income and encourage rural-to-urban migration. This in turn further aggravates labor shortages at times of peak agricultural operations.

How successful will the AFSI teams be? Their work can be evaluated in many terms both tangible and intangible. We can count the number of wells, dams, nurseries, fish ponds, demonstration gardens or cooperatives. We can even count conditions that no longer exist or cite progress in the decline of the extent of the African famine.

But, as you are well aware, some of the primary contributions will lie in the realm of the intangible: a change in attitude, a lessening of despair, the acquisition of hope and motivation. Progress breeds hope, and builds

self-confidence and self-initiative. PCVs build bridges through human relationships that become the foundation for institutions. You help people to help themselves, and it is only in this way that the war against hunger can be waged successfully.

The specific technologies, methods, and tools will indeed provide the African farmer with the means to fight the devastation of famine. However, understanding the problem, realizing that it will not be easy—that it will take time, but it can be corrected, that will ensure the farmers' success against their enemy. They will have all the means—procedures, knowledge and self-confidence—to provide food for their families, neighbors, and countrymen.

AFSI is built on a foundation of all the insight and experience our Volunteers have gained over these last 25 years of work in the developing world. Peace Corps is proud to be a partner in helping the people of Africa in our joint search for an end to the devastation of hunger and a permanent, sound agricultural base.



Loret Miller Ruppe

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Art and Letters from Micronesia

One of the major concerns from stateside families and friends of Peace Corps Volunteers is that they don't hear from their Volunteers as often as they would like. However, this was never the case with Dennis McCarthy who returned last fall from Micronesia. During his tour, he sent more than 400 pieces of mail home. And...you might say he raised the state of letter writing to an art. In fact, his envelopes home were works of art. Each envelope depicted a scene of life in Micronesia.

"It started with the stamps," McCarthy said when interviewed at his family home in Lockport, Ill. "Shortly after I arrived, the Micronesians discontinued using U.S. stamps and started designing their own. The designs were beautiful." The new stamps featured faces of islanders and McCarthy used water-color markers to add bodies to the faces, and lush island scenes as background.

Early on, McCarthy's family recognized the potential of the manila envelopes and they kept a steady stream of art supplies flowing to him. His sister managed to collect the envelopes from other recipients and had slides made of the lot.

Not only did his family and friends enjoy McCarthy's art work, the islanders were enchanted too. He tells of going to the post office to mail a letter and discovering a letter he mailed the previous week tacked to the wall for everyone to enjoy before it made its way across the Pacific.

Through experimentation, McCarthy became an expert on manila envelopes. "The manila would change the colors. Blue became green, red became orange. Finally, I used a white wash over the manila to keep the colors true."

"I didn't keep a diary or journal like most PCVs do, I kept a sketch book," he said. "Each evening I would capture the events of the day. Sometimes the envelopes I sent home contained no letters. My family said that was okay, they could tell what I was doing and thinking from my drawings."

Upon arriving in Micronesia, McCarthy's first assignment was a small business consultant to the outer is-



Former urban planner turned artist Dennis McCarthy poses with a sampling of his "letters home" at a recent exhibit.

Photo—John Nemerovski

lands including Mokil, Pingelap, Ngatik, Nukora and Katingamraghi, 400 miles south of the main island of Ponape. He stayed on each island a month at a time. The job evolved into assisting the municipal governments, the chief magistrate councils, with local financial planning. (A graduate of Northern Illinois University in economics, McCarthy was an urban planner for Will County, Illinois before Peace Corps service.)

His secondary project was managing a handicraft program. The islanders did carvings and weaving for export to Hawaii and California.

After living with a local family for the first six months, its members posing as models for many of his manila envelopes, he found quarters in a tin hut with thatched roof and dirt floor. After lights out, literally, he brought out the kerosene lamp and his sketch book.

For the last seven months of his tour, McCarthy was an instructor at a Jesuit High School teaching English and, of course, drawing. The school, in the capital city of Kolonia, was sponsored by the Catholic Diocese of

New York. Boarding students come from all over the Pacific including Kirabati, Yap and Truk.

"The school now has an art club," McCarthy says proudly.

McCarthy grew up in an artistic environment. He says he can remember drawing at nine years of age. His mother, with whom he shares a studio, is an artist. One sister is an interior designer and another, who arranges his art shows, is with the Botanical Gardens in Chicago.

After having spent the past three years working in watercolor, McCarthy has changed to oils. He is currently doing portrait work and transferring some of his manila envelopes into oil on canvas. "I think I knew at the time the envelopes were sketches for the future," McCarthy said.

Last winter, he had his first show, exhibiting 59 pieces of island art at the North Shore Art League. His next major show is scheduled for the spring of 1988 at the Chicago Peace Museum. The show is entitled, "Art of the Fourth World." He is slated to present about 200 pieces.

Dixie Dodd



For this envelope featuring an island fisherman, McCarthy took his cue from the Blue Fin Tuna on the stamp. This envelope is similar to the 400 he mailed home during his tour of duty in Micronesia.

Volunteer Reader Survey

1. What would you like to see more of? _____
 2. What would you like to see less of? _____
 3. Would you like to see a photo feature on your country? _____
 4. Would you be willing to write articles for the Times? _____
 5. Any other comments you care to make. _____
-

Name _____ Country _____

Site & Assignment _____ Close of Service Date _____

All responses will be held in confidence by the Times. If your answer to #4 is "no," then we do not need any information except your country. Mail to: Peace Corps Times, Room 1214, 806 Conn. NW, Washington, D.C. 20526

A Tale of the South Pacific

"Hello. Welcome to my ranch." This is the greeting one receives upon arriving at the business operation of Esafe Vuki in the Island Kingdom of Tonga in the southwest Pacific Ocean. (Tonga is located on the International Date Line.) Vuki is unusual, first because he is shorter than many Tongans, most of whom are designed in proportions of National Football League linemen. When he begins to move and talk he, too, becomes a giant. The most unusual thing about this native born Tongan, originally from the small island of Vava'u, is that he's the nation's best example of business enterprise. His "Esafe Vuki and Sons" enterprise is the largest chicken-raising endeavor in the country.

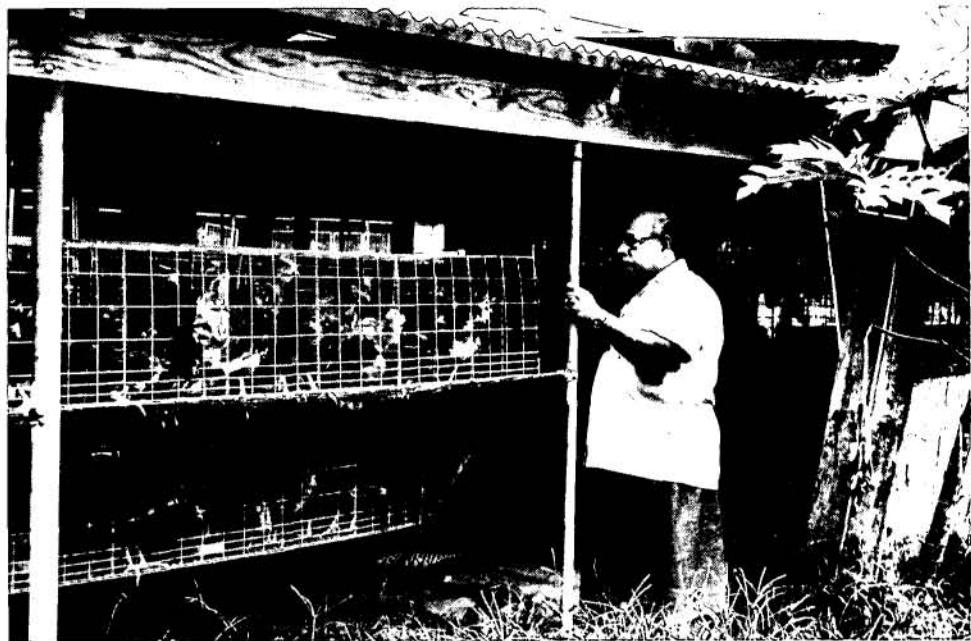
Vuki is a gentleman as well as businessman and early in the conversation he gives credit for his now successful enterprise to a Peace Corps Volunteer he met over 16 years ago. "That Peace Corps," he says, "he really knew about chickens. He told us how to care for them and how we could make money."

At that time, he points out, the Tongans relied on native chickens. Whether they were indigenous or were introduced by foreign missionaries is not known. The problem, he tells us, was that they roosted in jungle trees. "We didn't gather many eggs from those hens," he says.

The Peace Corps Volunteer helped Vuki with his first 25 laying hens in 1970. "All of us small farmers listened to the Volunteer, but I decided to do something." He held a small acreage in the Longolongo district on the edge of Nuku'alofa, the national capital. He took his 25 hens and, on the Volunteer's advice, got them into cages off the ground and fed them on feed brought in from Australia.

Meanwhile, the Volunteer, Steve Upde, completed his tour of service and went back to the United States. Later, he returned to Tonga and opened a feed mill which he subsequently sold his shares of to a new cooperative.

"It failed," says Vuki shaking his head, "we just didn't understand that we all had to work and participate." When the mill failed, Vuki



Esafe Vuki inspects his chicken operation.

Tonga Photos—George Wakiji

picked up the pieces but still continues to import most of his feed. "I'm going to get the mill going again and I hope other farmers will use it." What he doesn't mention is that today he, alone, can furnish enough sales to keep the mill in action.

Esafe Vuki and Sons produces about 85 percent of the eggs and commercial chickens in the Kingdom of Tonga. His capacity is 12,000 laying hens and 20,000 cooking chickens. He has recently opened a branch in Vava'u, several hundred miles north, with 2,000 layers.

The Vuki operation also furnishes much of the nation's better pork. Vuki brought breeding stock from Australia, paying 1,000 Tonga dollars each. This operation now has a capacity of 600 hogs, all located in cement runs and fed a diet of prepared meal.

Asked about other feed animals Esafe answers, "I'm only a small landholder so I stick to pigs and chickens where I don't need lots of acres." He does manage to get commercial production out of ducks, onions, pineapples, bananas, coconuts, papayas, avocados and breadfruit however. "Oh, those were just already here," he says.

After offering us tasty cookies and



Modern pig production at Esafe Vuki and Sons.

fresh pineapple juice, Vuki suggests we tour the ranch. Long rows of carefully kept cages, well up off the ground, extend in all directions behind his office. Thousands of white chickens are well at work. As we walk to a rear section we pass a constant supply of eggs rolling into the

A Peace Corps Legacy—16 Years Later



Vuki and PCV William Cordtz check grain in warehouse built on World War II quonset foundation.

collecting troughs at the front of the cages. Just as we think we've seen the entire production, he points out thousands more busily at work, only these are dark colored and brown eggs are being collected.

Now Vuki invites us to take a short ride around the ranch. "I traded for this freehold land because I needed more space," he informs us. Then he points out one of the big advantages of the site. "When the U.S. troops left here after World War II, they left a big cement slab where they had a quonset warehouse, so I built my grain storage unit here." Then he shows us a modern galvanized steel warehouse sitting securely on the old U.S. location.

We walk about viewing the operation. "We only have a little grain here now," he says, "only about three containers. When we get into

full operation we'll need 100 tons of corn a month."

We view the pigs, stopping briefly while our host picks some onions. "We grow these for the local market. They just didn't have enough for the local demand."

As we finish our visit, Vuki shows us a large covered area with workmen busily building chairs, tables and benches. "We had a big Rotary benefit here at Christmas," he says. He fails to mention that he was host to 300 disadvantaged and crippled Tongans at the Rotary party. He also neglects to mention that in addition to being one of his nation's leading success stories, he is also president of the local Rotary Club. "We Tongans need to be more consistent in our farming. I learned a lot from that Peace Corps."

William Cordtz

(PCV Cordtz graduated from San Diego State, received a master's degree from California Western and earned a doctorate at the U.S. International University. Prior to Peace Corps, Cordtz was a vintner in California. His current assignment is to work with the Tonga Ministry of Commerce, Labor and Industry.)

Attention Newsletter Writers:
Please send copies of your newsletters to the Times. We'd like to use pieces from them in the agency publication.

Literacy: An Alternative

The following is an article written by PCV Jennifer L. Keller and reprinted from the Peace Corps/Costa Rica newsletter, *La Cadena*. While it is written specifically for Costa Rica, the ideas can be applied to all Peace Corps countries. We plan to make country newsletter articles a regular feature.

Many volunteers are continually looking for extra work, or a good secondary project. Often they choose to teach English. I would like to suggest that instead of the usual English class, that volunteers consider teaching an adult literacy class.

I suggest this for a few reasons:

1. Lessons in English will only be truly beneficial to a few advanced students who may use English in their work or travel. However the skills of reading and writing Spanish and simple arithmetic are necessary and practical skills for everyone.

2. Often enthusiasm wanes after the first few months in an English class when it becomes apparent that fluency is not around the corner. During this time period beginners rarely get past simple phrases. In the same amount of time (3-4 months) a Costa Rican adult can be taught to read and write, a skill that is immeasurably more useful than a smattering of English.

3. Teaching literacy in a small community is more than just passing on a knowledge of letters. It's a way to encourage adults to purposefully discuss community and social issues, and to work together to seek results. The class can be a springboard for a community project such as a school well, or a woodburning stove.

How to:

The first step is to locate a community near you where there are people who can't read or write, or would perhaps like to brush up on arithmetic. After that, the usual meeting and word of mouth should be enough to draw people to a class. An initial enrollment of even 3 or 4 students will be enough, as after more people join after the first week or so; they are embarrassed at first to admit they cannot read.

Perhaps you feel you do not have the necessary training or language ability to work with adults, teaching them to read and write their own language. Don't let this deter you! First of all, Peace Corps has some good materials to help you in the resource library (*Helping Health Workers Learn and Literacy Handbook*). Plus, any adult education volunteer can help you with suggestions, as can Reginaldo Robinson. Secondly, language is not such a problem as it may seem—you don't have to know how to speak fluently because your students do. Spanish is easy for Americans to write correctly because it is phonetic. Your lack of language fluency may actually help in the classroom as it puts you on somewhat of an equal footing; they are learning from you, and you are also learning from you, but you are also learning from them. Lastly, you should remember that most Costa Rican teachers of adult education have no formal training either and their experience in primary education often works against them in a class of adults. Better a blank slate than someone with engrained ideas about traditional education.

Two examples of "self-trained" PCVs who have worked with literacy are Jim Keddy and Nell Anders. Jim, English education in Liberia, helped the adult education volunteers write a manual for Costa Rica adult education teachers. It turned out he had more relevant classroom experience teaching adults than any of us (such is Peace Corps). Jim developed many techniques and ideas himself.

Nell Anders taught eight beginners in a tiny mountain village near Bataaan, Limón. She had absolutely no experience to go on but wanted to give it a shot anyway. A month later, when she invited me to see the class, I saw she was confident in her ability to teach, and I left with some good ideas she had worked out for her class. I think both Jim and Nell would say that it's not any more difficult than teaching English, although perhaps more intimidating at first.

I'm not saying that English classes are an inappropriate secondary project (I've also taught English and really enjoyed it), but rather, that a

literacy class may be more practical in the long range. And, as most PCVs strive to "leave something behind," why not leave the legacy of having taught someone to read and write?

Jennifer L. Keller

National Volunteer Week Representatives

April 27 through May 3 has been designated as National Volunteer Week. As in the past, Peace Corps has selected three Volunteers to represent their respective regions during a round of activities in Washington, D.C. Nominations were made by their respective countries.

The representatives are: Dorothy (Dottie) Brooks, Seychelles, NANEAP; Rex Rund, Haiti, Inter-America and Anita Pauwels, Burundi, Africa.

The nominees included: Joseph Bachtold, Tonga; Bahia Yackzan, Nepal; Edward Balzer, Morocco; Jean McGuiness, Tunisia; Roy Louis Allgauer, Yemen; Robert Jodon, the Philippines; Maxine Ward Bice, Eastern Caribbean; Kathryn Clark, Jamaica; Virginia White, Dominican Republic; Maria Fusillo, Cameroon; Kimberly Sloan, Ghana; Greg Kahoe, Burkina Faso; Theresa Allan, Kenya; Clarice Traylor, Niger; Barry Reid Wheeler, Togo and Maria Lopez, Paraguay.

As a part of the activities during this special week, RPCVs across the country will be visiting schools and community groups to tell the Peace Corps story.

A complete account of National Volunteer Week events will be in the next issue of the Times.

Our next issue will feature the Peace Corps Volunteers at work in the Seychelles.

Nutritionists A Hit In Guatemala

Guatemala PCVs spoke out for good health and spread the Peace Corps story at Guatemala's National Fair, which drew more than 900,000 visitors. For three weeks, 12 hours a day, they staffed their exhibit booth. They distributed promotional leaflets and pocket calendars, answered questions and showed video tapes of PCVs at work on their sites, all to present a clear picture of Peace Corps' role in Guatemala.

Nutrition PCVs Mary Feagin, Ann Heffernan and Cindy Robillard, Executive Officer Frances Asturias and many other Volunteers and staffers planned the project as a part of the 25th Anniversary celebration.

The centerpiece of the exhibit, designed by the Volunteers, was a carved wooden logo showing the Quetzal, Guatemala's national bird and the Peace Corps dove holding an olive branch flanked by flags of both countries.

Jim Foster, Director of the Instituto Cuatemalteco Americano and United States Information Service Officer, provided many posters depicting several of Peace Corps' historic events such as the signing of the Peace Corps Act.

In October, in conjunction with World Food Day, nutrition extensionists Lisa Miklowski and Jane King organized a Nutrition Walkathon. The Walkathon was preceded by an educational campaign with nutrition messages on radio, television and newspapers. Fourteen commercial sponsors contributed visors, T-shirts, posters, refreshments and funds for operating costs.

After the opening ceremonies, conducted by the Ministry of Health officials, 50 PCVs and 150 Guatemalans—students, Boy and Girl Scouts, teachers and members of the Lions Club—walked 33 kilometers from the National Palace in Guatemala City to Lake Amatitlan. Led by a miramba band from a local orphanage, the walkers publicized the serious problem of child malnutrition.

As they walked, they distributed nutrition messages and collected much-needed donations for two nutritional recuperation centers.



PCVs Mary Feagin (standing) and Ann Heffernan staff the Peace Corps booth at the National Fair in Guatemala City which more than 900,000 Guatemalans attended.



Participants assemble for the Nutrition Walkathon.

Photos—Jill Carty

New Overseas Staff

Michael Cote, RPCV/Zaire 1980 to 1982 is the APCD/Programming and Training in Benin. He will be responsible for the Agriculture, Construction and Forestry programs.

This new assignment continues his extensive work history with Peace Corps. While a Volunteer, Cote served as an agriculture professor at the Institute Technique Agricole in Ngandajika, Zaire. When his tour was finished he worked as an Agricultural Education Trainer at Bukavu for three months. Then he was Program Manager at Kinshasa with Peace Corps' agriculture project. He returned to Bukavu twice as Agricultural Extension Training Coordinator before coming back to the U.S. to begin his master's studies.

Cote worked as a graduate assistant and completed an internship at the International Maize and Improvement Center in Cuauhtemoc, Mexico. Most recently he was a member of PC/Africa Food Systems Initiative assessment team in Sierra Leone. He is fluent in French.

He holds a B.S. in agronomy from the University of Maine and a masters in agriculture from Texas A&M. Cote was recently married to Peggy Parisot who will join him in Benin.

* * *

Bob McCleery has been named APCD/Administration for the Federated States of Micronesia. A VISTA volunteer from 1976 to 1978, McCleery served as a staff member for the Tri-County Action Council from 1978 to 1979.

He has been the Area Manager for the Seattle Peace Corps Office since 1982. Prior to that he was a recruiter in Dallas from 1979 to 1981.

A native "islander" of Long Island, N.Y., McCleery and his wife, Jennifer, should feel at home living on the capital island of Pohnpei, one of Micronesia's 700 islands.

McCLEERY studied communications/public relations at Boston University.

* * *

John Macdonald, RPCV/Solomon Islands, 1982 to 1984 will be the new APCD/Administration for the Solomon Islands.

After his tour of duty in 1984, Macdonald returned to his home state of Illinois to take the position of Administrative Officer at the Peace Corps Chicago Regional Office.

He holds a B.A. in English literature from San Jose State University, Calif. He also studied art and philosophy at the Goethe Institute in Dornach, Switzerland.

* * *

New APCD/Health and Education for Mauritania is Linda Cobey, RPCV/Togo, 1974 to 1976. Cobey brings to Peace Corps a great wealth of overseas development experience.

Most recently she worked as a nutritionist in Senegal with World Vision International where she developed a village level child survival program. From early in 1984 until November 1985, Cobey was employed by Save the Children Federation in Tunisia.

In 1983 she served as a population officer for the State Department in Haiti. She was an administrative assistant for the European Economic Community in Belgium in 1979, and in 1978, a research assistant for NATO in Belgium.

Cobey speaks fluent French and Haitian Creole. She earned her B.A. degree in French from the University of Maryland in 1974 and spent her junior year abroad in a study program at the Sorbonne in Paris. In 1977 she received her M.A. in international relations from Ohio University. She also has a masters of public health from the University of South Carolina, received in 1983. Currently, Cobey is a Ph.D. candidate in international relations at the University of South Carolina.

* * *

New APCD/Generalist in Malawi is John Wesley Barbee, RPCV/Afghanistan, 1965 to 1966. Barbee has almost six years of service with Peace Corps. After his tour of duty he worked there as a contract Field Officer. He returned to Washington and functioned as the Acting Afghanistan Operations Officer, and then as a trainer and consultant for contractors doing pre-service training for Peace Corps.

For several years Barbee was involved in a variety of counseling, teaching and psycho-therapy positions in public schools and the private sector.

In 1974 he left the education field and managed a 1,000 acre cattle farm in western Colorado for the next four years. Most recently he has been co-partner of a private counseling practice in Colorado.

Barbee received his M.Ed. from Catholic University of America in 1970 and his teaching certificate in 1980. He has studied at West State College, Colo., and the University of Northern Florida.

His wife will accompany him, and his four sons, ages 9 to 15, will join them on completion of school this spring.

* * *

Binkie Ramaologa has been selected APCD/Agriculture for Botswana and will be responsible for the development of horticulture, nutrition and income generating projects.

Prior to her appointment, she had worked for the Government of Botswana in the agriculture, community development and small enterprise development sectors. She is an active member of the Botswana Business and Professional Women Organization.

Ramaologa received her B.A. in education from the University of Missouri in 1981, and a diploma in agriculture and home economics from Egerton College in Kenya.

* * *

Alan Robinson, RPCV/Nigeria, 1966 to 1968, has accepted the appointment as APCD/Natural Resources in Paraguay.

Since 1983 he has worked as a Park Planner and Natural Resource Specialist for the National Park Service in Denver, Colo. He was the FAO Expert Forestry Officer for the United Nations Food and Agriculture Organization in Indonesia from 1979 to 1982. Prior to that he was an Environmental Specialist and Park Planner for the National Park Service in Denver.

(Continued on page 11)

Peace Corps and Development Education

"The Congress of the United States declares that it is the policy of the United States...to promote world peace and friendship through a Peace Corps, which shall make available to interested countries...men and women...willing to serve...to help the peoples of such countries and areas in meeting the basic needs of those living in the poorest areas of such countries, and to help promote a better understanding of the American people on the part of the peoples served and a better understanding of other peoples on the part of the American people."

Peace Corps Act

When President John F. Kennedy signed the Peace Corps Act in 1961, no one was quite sure what was in store for those 864 Volunteers who went overseas that year. Moreover, few people knew what those Volunteers, returning to the U.S. two years later, forever changed by their Peace Corps experience, would do to fulfill Peace Corps' Third Goal: to promote a better understanding of other peoples on the part of the American people.

But Kennedy and others involved in the early days of the Peace Corps knew the importance of the returned Volunteer on American foreign policy. Seven Congressmen, scores of State Department employees and hundreds of Congressional staff members got their start in the Peace Corps. Thousands upon thousands of Returned Peace Corps Volunteers (RPCVs) have shown their neighbors, community clubs, school districts and work places that Peace Corps Volunteers, by sharing their experiences, are as valuable a domestic resource as they are a partner with the peoples of the developing world. Peace Corps' Third Goal has historically been the least focused of Peace Corps' three goals. Volunteers, as part of their service, involve themselves in goals one and two. Over the years goal three has been primarily the responsibility of the returned Volunteer. But there is much that current Volunteers can do to see that goal three receives equal focus.

The most significant development education opportunity currently available to Volunteers is the Peace Corps Partnership Program. Established in 1964, the program links partners in U.S. communities to projects and villages in Africa, Latin America and Asia. By linking up with Peace Corps Volunteers, Americans begin to learn about another country and its people. By sharing letters, photos, music and cultural artifacts, Peace Corps Volunteers can help Americans understand our global interdependence.

The value of the Partnership Program as a development education tool is perhaps best exemplified by the many local RPCV groups who, as part of their Third Goal activities, are partners with current Volunteers. A record number of 12 RPCV groups raised funds during Peace Corps' 25th Anniversary year for the Partnership Program. For example, the RPCVs of South Carolina have pledged and donated over \$7,000 to sponsor six Partnership projects around the world. A special fund-raising event, "Women Helping Women," sponsored annually by this group raised more than \$2,000 last year for the construction of a well in Benin. This event regularly attracts hundreds of women (political, community and business leaders) from the greater Columbia, South Carolina area who, through their partnership with RPCVs and current Volunteers, discuss the importance of development and Peace Corps' role in development.

This particular partnership is but one example of the valuable development education linkage between RPCVs and current Volunteers. To the returned Volunteer community Peace Corps is more than a development assistance agency, it is a valuable domestic U.S. educational resource.

Margaret Pollack

(This is the first in a series of stories of Third Goal projects by Margaret Pollack, Development Education Specialist.)

Overseas Staff

From 1970 to 1974 Robinson worked in the Virgin Islands National Park as a Research and Resource Management Biologist. He has held various positions in the natural resources field from 1969 to 1985. He speaks Spanish, French and Indonesian.

Robinson earned his B.A. in zoology from the University of California at Berkeley in 1964. In 1966 he was awarded his M.S. from Scripps Institution of Oceanography at the University of California at San Diego.

His wife, Karen, RPCV/Nicaragua and the Philippines will join him in Paraguay.

* * *

Don Herrington is the new APCD/Administration in Sierra Leone and has an extensive background in U.S. Government budget formulation, fiscal management and accounting procedures.

Until this appointment he worked at Peace Corps/Washington, serving as personnel liaison between the Office of Personnel Policy and Operations and the Office of Management.

He has owned and operated his own financial and marketing consulting business, and studied at Louisiana State University.

* * *

Jim O'Keefe, RPCV/Chad, Rwanda and Cameroon, 1978 to 1981, will be the new Country Representative in Rwanda. As a Volunteer, O'Keefe worked in agriculture extension and conservation education in Chad and Cameroon. During his final year in Rwanda he developed a conservation education program for the Ministry of Education.

Since 1983 he has worked at Peace Corps/Washington in the Office of Placement. From 1981 to 1983 he was with the Office of the Director and Recruitment.

O'Keefe will be the first Peace Corps staff member in Rwanda since 1978. Deputy Chief of Mission of the U.S. Embassy in Rwanda has been managing the Peace Corps program during this time. O'Keefe will be

(Continued on page 14)

The Third Goal of Peace Corps

There must be some sort of invisible thread binding together the hearts of people who want to become Peace Corps Volunteers. In spite of their differences in ages, social and educational backgrounds or ethnic groups, Volunteers have in common the love for people that makes them want to show it and do something about it.

So it was (and still is) for Ann and Mike Moore. Not only has their Peace Corps love story been working for them since 1962, it's changing the way Americans live!

Ann and Mike Moore first met during Peace Corps training at Howard University in the summer of 1962. It had to be a case of love at first sight because they were engaged a mere six weeks later. "There was no way I was going to spend the next two years without Ann," Mike said. Then, as now, the only way they would have been able to serve together was to be married. Because they had different departure dates, they tied the knot the day before Mike flew to Togo.

Ann went to Colorado to become acquainted with her husband's family and waited for her assignment before joining Mike in Africa. Mike was already working as a TEFL teacher when Ann took her Peace Corps position as a pediatric nurse with a medical team.

And this is when the "changing America" part had its beginnings. During their two year stay in Togo, both Ann and Mike were impressed with the psychological and emotional well-being of Togolese infants. Initially, it was Ann and members of the medical team who first noticed the unusually good emotional health of the babies. Even in the clinical setting where most infants display distress symptoms, (that's current vernacular for crying and carrying on) and in spite of the fact that these babies were physically very sick, their peace and tranquility was astonishing when compared to infants in pediatric wards in hospitals or doctors' offices in the United States.

From those early observations in the hospital, Ann and Mike began to be more aware of the phenomenon of happy African infants in the villages and cities. They used the marketplaces as informal research bases.



The African mother with her child in the traditional baby carrier.

As in other Third World countries, the open-air markets were noisy with the hustle and bustle of bargaining, buying and selling. But the babies, who were either strapped on their mothers' backs or cozily snuggled on their mothers' chests, peacefully slept through the din or happily peered about without a whimper.

"Now," Ann said, "we believe the contentment we were observing 20 years ago has come to be called 'bonding.' Bonding is a subject of considerable interest to expectant and new parents, but we had never

heard of it 20 years ago in Togo. We were convinced that the African mother was providing something very significant for her infant."

The major difference between the parenting she gave her infant and that of most American mothers (at that time) was breast feeding and having close and intimate physical contact with her infant all day long for two years or more, until another baby was born.

When the Moores returned to the United States after their Peace Corps tour was over in Togo, their first child

Ann and Mike Moore Bring African Baby Carriers Back Home



Ann Moore at her Peace Corps site in Togo working as a pediatric nurse at the Sokode Polyclinique.

was born. They wanted to emulate that closeness of the African mothers, and the happiness of the Togolese babies. Ann described the African baby carrier to her mother, Lucy Aukerman who was a seamstress in West Alexandria, Ohio. Mrs. Aukerman went to work at her sewing machine and the end result was an almost perfect replica of the Togolese original.

When friends saw Ann carrying her baby daughter, Mandela (who

was named for South Africa's Nelson Mandela) in her Togolese-inspired back pack (or front pack, the choice is your pleasure)...they wanted one for their infants, too.

Ann would contact her mother in Ohio who then stitched up another original. Gradually through word-of-mouth advertising a cottage industry was built and orders were filled.

And that's how the now famous Snugli Company was born.

Today, the Moores estimate there are at least ten major companies in the juvenile products industry that are manufacturing soft baby carriers. They further estimate that more than 30 per cent of babies born in America today are being carried in soft carriers.

The importance of the Snugli is much more profound than hands-free infant carrying. Nick Cunningham, M.D., a former Peace Corps Medical Officer and director of Ann's medical team in Togo, 1962, and Dr. Liz Aniseld are currently conducting research studies at the Medical Center of Columbia University's Presbyterian Hospital in New York.

They have just finished one three-month study with low-income and single parents. Dr. Aniseld said, "Our conclusions are that infants carried from birth in Snuglis feel much more securely attached to their mothers and tend to vocalize in a more responsive manner."

(In layman's language that means those Snugli babies tend to be more content, and babble and coo a little earlier than other infants.)

Drs. Aniseld and Cunningham are anticipating more research with premature babies and Snuglis which will continue for the first 13 months of the infants' lives.

The long-term proof of the pudding may well be demonstrated in the lifestyles of the Moores and their three daughters. Mandela, now 22, Hopi, 20 and Nicole, 18, have always been very family-oriented. They enjoy working together and vacationing together. This has been true even during the girls' teen age years which may be something of an oddity for our American lifestyles.

During the summer of 1986 all the Moores trekked back to Africa, climbed Mt. Kilimanjaro together and visited Peace Corps Volunteers in Kenya. Last winter they made a trip to Antigua to visit with Volunteers on that Caribbean island.

Ann and Mike were in Washington for the 25th Conference and said they have sold the Snugli Company, although they still act as consultants for the new owners. But that old

(Continued on page 14)

Is There A Fulbright In Your Future?

Competition for the 1988-89 Fulbright Grants in university teaching and advanced research opened in March. The Fulbright awards include 300 grants and 700 in university teaching for periods ranging from 3 months to a full academic year. PCVs and staff who are interested should note that most of the grants begin in the spring of 1988.

Basic eligibility requirements are: U.S. citizenship, PhD or comparable professional qualifications, university or college teaching experience and, for some assignments, proficiency in a foreign language.

The application deadline for research and lecturing awards is June 15 for Australasia, India and Latin America, except lecturing in Mexico, Venezuela and the Caribbean. Sept. 15 is the deadline for research and lecturing awards in Africa, Europe, Asia, the Middle East and for lec-

turing awards in Mexico, Venezuela and the Caribbean.

A brief list of the Fulbright disciplines include agriculture, American history, anthropology, architecture, art, biological and physical sciences, business administration, journalism, computer sciences and economics, and of course, education.

Fulbright Grants offer a healthy stipend. For example: a lecturer in Kenya would receive between \$2,500-\$2,900 (US) a month plus \$4,860 to \$8,600 (US) to cover travel and other one-time expenses. The host institution provides housing.

Serious candidates wanting applications for the September deadline should **immediately** write to: Council for International Exchange of Scholars (CIES), 11 Dupont Circle NW, Washington, D.C. 20036.

For the June 15 deadline, serious candidates should have their coun-

try directors cable Peace Corps Times and we will rush an application booklet to your country headquarters.

(Overseas Staff—from page 11)

revitalizing and expanding our presence in that African country. He is fluent in French and has a working knowledge of Kinyarwanda, the national language.

He earned his bachelor's degree in history from the University of South Carolina in 1973, and has completed several courses in advanced economic studies at the U.S. Department of Agriculture Graduate School in Washington. He will be joined in Rwanda in August by his wife, Yasuyo who is currently a research associate for Nomuro Research Institute.

(Third Goal—from page 13)

Peace Corps initiative continues with them. They are now co-owners of a new company called Airlift. Airlifts are oxygen tanks carried in Snugli-like back packs that are designed to leave the hands free. They have found excellent reception in hospitals' newborn wards and for senior citizens who have a need of a convenient oxygen supply.

Mike said, "Clearly, we were able to seize an idea from our Peace Corps experience and bring back a mode of parenting from the Third World to America. Vast changes are occurring in attitudes towards child care and parenting, and we have felt that helping to effect those changes has been our primary mission in life and in our work over the past 20 years.

"Until we lived in Togo we believed that basic fundamentals of life in the Third World might be distinctly different from our life in America. They weren't."

Although this is not the usual Peace Corps story, it's obvious that that invisible thread of love is still spinning through many American lives because of the Moores.

Gloria Ross



Mike and Ann Moore 25 years after Peace Corps service. They hold an award for exemplifying the Third Goal... for bringing home the African method of parenting and concept of closeness in the form of the baby carrier.

Feature

OTAPS in Perspective

Editor's Note—The following article was written as the result of a recent retreat attended by all the staff of the Office of Training and Program Support (OTAPS). The retreat was held in order to reaffirm the individual and collective goals of the office and to discuss the implementation of strategies to meet those goals.

The atmosphere was relaxed; the setting rural. Three days were spent at Woods Inn, West Virginia, away from the hustle and bustle of Washington. Pictures used in this article were taken by this editor during the retreat. Though casual in appearance, everyone worked hard and much was accomplished.

Office of Training and Program Support

Director: Mary Killeen Smith

The Office of Training and Program Support (OTAPS), in conjunction with the three Regions: Africa, Inter-America, and North Africa, Near East, Asia, Pacific (NANEAP), constitutes the International Operations of Peace Corps. OTAPS is a staff service entity responsible for providing the highest quality of technical, material, programming and training expertise. Such expertise has a direct impact on the ability of the Peace Corps Volunteer, staff, counterpart, and country and ministry official to effectively achieve development goals. The purpose of OTAPS, working closely with and through the Regions, is to offer training and program assistance, and resources to the field. Assistance includes a wide range of technical activities, from the development of programming and training materials, to direct field consultations in all phases of program development in each Peace Corps Program Sector.

Goals of the office derive from Peace Corps philosophy, and suggest



OTAPS Director—Mary Killeen Smith.

broad strategies and future directions. OTAPS supports the following goals:

- To develop, achieve, and sustain excellence in the provision of all technical and non-technical services, products, materials, interventions, and consultations. These provisions directly enable Volunteers and staff to facilitate and enhance the transfer of knowledge, skills and abilities in the context of, and as defined by, the host country;
- To provide intellectual leadership and guidance in programming, training, and materials development in a neutral objective context that creates a framework for Agency, country and regional analysis, and a redirection of programming aims and initiatives;
- To develop and institute a system of performance that defines needs, establishes goals and objectives, assesses on-going

performance, gathers concrete feedback on results and services, and redevelops a system based on successful results;

- To identify, support, and consistently reinforce a service delivery system that is field-focused, field-centered, and field-responsive, and that is based on clear communication; and
- To identify, outline, and encourage innovative and integrative pilots and prototypes in programming and training that can be replicated across both countries and regions.

OTAPS plans its activities based on host-country needs and priorities. Requests are received through annual Country Management Plans and Budgets (CMP/Bs) and interim requests for assistance from the field come through the Regions to OTAPS.



OTAPS Directors—from left—Jim Ekstrom, Program Support; Maria Elena Pynn, Training Support; Mary K. Smith, OTAPS Director; Maureen Delaney, ICE.



Program Support Division—Top tier from left: Colleen Conroy, Phil Jones, Jim Ekstrom, Jeanette Cason, Peggy Meites, Ieva Berzins, Jamie Henriquez, Helen Viksnins, Maggie Forester. Front tier: John Guevin, Gail Spence, Debbie Wee, Barbara Denman, Nadine Leisz, George Mahaffey, Bruce Burwell, Rick Record (hidden), Harry Rea, Jim Patterson (not shown—Jacob Fillion and Jennifer Kempf).

(OTAPS from page 15)

The Divisions

To achieve its organizational mandate and goals, OTAPS is divided into three major divisions: Program Support, Training Support, and Information Collection and Exchange (ICE). The divisions are responsible for specific areas of expertise and all work closely with one another to assure that field operational needs are met in a complete and timely fashion.

Program Support Division

Director: Jim Ekstrom

The Program Support Division is the largest division within OTAPS, employing nineteen full-time staff members. The Division provides a variety of technical services in support of Peace Corps Volunteers and staff in the field. The work undertaken by the Division derives from the requests for assistance submitted via annual CMP/Bs. These are reviewed by the regions and OTAPS staff, and priorities for assistance are set based on budget and needs.

Program Sectors

The Division is made up of Sectors in seven program areas: agriculture, education, fisheries/aquaculture, natural resources, health/nutrition, small enterprise development, and water/sanitation. Specialists in these sectors provide programming and training support in each program area to the field through feasibility studies, program monitoring, identification and contracting of expert consultants, technical material review, and assistance with program and training design. Specialists also devote a considerable amount of time to the technical Pre-Service Training (PST) conducted in the United States, as well as In-Country Training (IST) programs. Such support includes developing training models and working with technical consultants to ensure that the transfer of skills effected to trainees/Volunteers is of high quality and is consistent with host-country requests. In addition to the Sectors, the Program Support Division also includes the Women in Development (WID) unit and the AID-Peace Corps Small Project Assistance (SPA) Program. Coordinators for each of these programs oversee activities that cut

across all program sectors. (See box.)

Sector Specialists represent Peace Corps in coordinating collaborative efforts with other agencies and organizations active in development areas. Agreements and networks developed with other organizations assist in expanding both technical and resource support for training and programming needs.

The following is a brief synopsis of the types of programs in which each sector specializes:

Agriculture—Approximately 1200 (26 percent) of all Peace Corps Volunteers in virtually every Peace Corps country are involved in agriculture-related projects. The Sector currently provides programming and training support in crop extension, plant protection, soil science, soil conservation, agriculture education, agriculture economics, animal husbandry, community agriculture development, farm mechanics, apiculture, agriculture co-ops, and rural youth groups.

Sector activities are aimed at increasing food crop and livestock production in all three regions. A prior-

ICE Almanac

ICE Director
Maureen Delaney
Editor
David Thomas
Networking
Trish Heady

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.



Executive Secretary, Sharon Jenkins.

ity of the Sector is its participation in the African Food Systems Initiative, assisting with program and training development for selected African countries.

Education—Education has always been the largest of Peace Corps programs and still accounts for approximately 36 percent of all programs, with 350 projects in 49 countries. The Sector is responsible for such program areas as: teacher training, English language instruction, university teaching, math/science, special education, physical and vocational education and primary/preschool education.

The Sector provides direction to the field in education programming and training efforts to further enhance the Volunteers' capacity to teach effectively in formal and non-formal settings. A major emphasis of the Sector is the provision of programming support for teacher training projects in all subject areas.

Fisheries/Aquaculture—In FY 86, nearly 500 Volunteers in 32 countries worldwide were involved in fisheries programs. Major program areas include freshwater fish culture, mariculture, inland capture fisheries and marine fisheries. The largest program area is freshwater fish culture, accounting for 78 percent of fisheries Volunteers.

Key ingredients for success have been profit incentives, independence of fish farmers and fishermen, intensity of extension efforts and

OTAPS FUNCTIONS

Broad office functions include the following:

- Advising the Associate Director of International Operations on all matters relating to program and training policies.
- Developing policy guidelines and strategies, and assisting in the establishment of Agency program and training priorities.
- Establishing Agency-wide standards and procedures for program and training activities.
- Developing Volunteer pre-service and in-service training models for regions.
- Developing program models in program (sector) areas such as Agriculture, Health, Forestry, Fisheries, Water/Sanitation, Energy, Education, and Small Enterprise Development.
- Providing technical assistance and program direction in the area of Women in Development.
- Providing overall and sector-specific technical assistance for programming.
- Supporting field programming efforts to identify projects by providing guidelines and technical assistance in the form of consultants and written materials in all areas of programming and training.
- Providing assistance in assessing, initiating or redirecting sector-specific or generic programming activities on a regional and country basis.
- Directing and coordinating skill-specific technical state-side training programs in response to field requests.
- Managing joint program development and support activities by initiating and managing Participating Agency Service Agreements (PASAs) with the Agency for International Development (AID) and other U.S. Government agencies.
- Conducting or coordinating assessments of in-country program and training activities in conjunction with the office of Planning and Policy Analysis (PPA).
- Collecting and disseminating field-generated technical information acquired through the experience and expertise of Volunteers and Staff.
- Providing Peace Corps-generated technical information to Private Voluntary Organizations (PVOs) and other organizations/individuals.
- Developing case studies of Peace Corps field experience in designated program areas.
- Establishing mechanisms for coordinating Agency program training activities, including region-specific and Agency-wide workshops and conferences.
- Initiating and directing the development of programs for use in pre-service and in-service training.
- Developing and coordinating Peace Corps collaborative efforts with other Government agencies, PVOs and private organizations.

simplicity of the technologies promoted.

Natural Resources—Natural resource programs, including forestry, involve approximately 550 Volunteers in 45 countries, and account for about 10 percent of agency-wide programs. The Sector supports pro-

grams and projects in a broad variety of natural resource settings including forest management, agroforestry, forestry extension, environmental education, biological diversity, soil conservation, and park and wildlife management.

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PARTICIPATING AGENCY SERVICE AGREEMENTS (PASAs)

A major responsibility of the Program Support Division is the management of Participating Agency Service Agreements (PASAs) which involve the Agency for International Development (AID) and Peace Corps. Under the terms of these agreements, AID makes funds available to the Peace Corps for programming in areas of special concern to AID. Since 1981, AID has invested more than \$12 million in arrangements of this kind. The PASAs which are currently operational include: Forestry, Small Project Assistance/Technical Assistance, Nutrition, Sahel Technical Assistance, Health Small Project Assistance, Health Technical Assistance and Child Survival.

PASA funds are utilized by OTAPS for all aspects of program and project support in relevant program areas. At the present time more than 1,445 PCV's working in 970 projects are making use of AID-PASA funds.

(OTAPS from page 17)

In addition to operational funds, the Sector has an interagency agreement (PASA) with USAID allocating \$2.8 million through 1990 for resource and project funding. Additional agreements with the National Park Service, the National Forest Service, and Man in the Biosphere provide trainers for state-side and in-country training programs.

Health/Nutrition—Health and nutrition programs account for approximately 12 percent of all Peace Corps programs, utilizing the services of about 500 Volunteers. The Health/Nutrition Sector is involved in primary health care, health education, and nutrition programs to address health problems and strengthen national capabilities in developing countries. The primary focus of the Sector during 1986 was to strengthen programming capabilities in selective Primary Health Care initiatives.

Sector staff is also working to institutionalize pre-service and in-service training designs that can be modified to country specifications.

The Sector works closely with many other international organizations and has an interagency agreement (PASA) with USAID in Combatting Childhood Communicable Diseases, Oral Rehydration Therapy, Child Survival, and Nutrition.

Small Enterprise Development (SED)—There are an estimated 342 SED projects in 30 countries. SED initiatives assist various groups in utilizing established accounting, marketing, and related business techniques to improve income generation. Current SED projects fall into seven broad categories: rural non-farm enterprises, urban income generation, small enterprise extension, pre-cooperatives, cooperatives, credit programs, and business education.

The Sector is developing a directory of programs, a list of evaluation criteria, and data collection instruments that will be available to all field offices to assist the development of income generation projects.

Water/Sanitation—There are approximately 475 Volunteers in 34 countries involved in water and environmental sanitation programs. Volunteers are promoting the construction and rehabilitation of gravity-fed potable water systems, hand dug wells, ferrocement cisterns, the installation and maintenance of water lifting devices, simple low-cost water treatment systems, irrigation systems, small dams and reservoirs, latrine construction, vector control, and refuse disposal.

Integrated Programming System

The OTAPS Program Support Division, through its sectors, offers programming assistance in a manner consistent with the conceptual

framework contained in Peace Corps' Integrated Programming Systems Handbook. The Handbook was developed to assist Peace Corps programmers plan, develop, implement, support, and evaluate programs and projects. The Division believes that the planning which results from the careful use of the IPS will contribute significantly to Volunteer satisfaction by providing genuinely useful Volunteer assignments within well defined structures. The IPS embodies a comprehensive design of program management and development from initial needs assessment to final program implementation, support, and evaluation.

All program activities must fit into the overall purpose and mission of Peace Corps as described in the Peace Corps Act. Peace Corps may become involved in development activities if projects have goals and objectives that:

GIVE!

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

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

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

- lead to increasing local capacities to meet basic needs;
- seek lasting solutions to problems;
- rely on local resources;
- relate to broader development goals;
- can be replicated; and
- rely on skills that Volunteers have or can obtain through training.

Programming as defined by the IPS is never unilateral. It results from the cooperative, collaborative efforts of Peace Corp staff and host country ministry officials to develop and implement programs which address locally-identified needs.

In the provision of technical assistance, the Program Division utilizes the criteria set forth in the IPS and encourages the widest possible use of the handbook for: longer term joint planning; developmental problem definition; goal and objective setting; Volunteer task definition; and establishment of time-phased involvement and accomplishment measures.

In a continuing effort to improve the quality and relevance of services provided, the Program Support Division, during the coming year, will work toward:

- more precise definitions of the problems to be addressed by OTAPS consultants;
- increased awareness and utilization of technical expertise available in the host country;
- regular and systematic evaluations of the performance of consultants provided by the Division; and
- development and promotion of dynamic new approaches for increasing AID-Peace Corps collaboration in the field through existing PASAs.

Training Support Division

Director: Maria Elena Pynn

The Training Support Division plays an integral role in the administration and development of Peace Corps training programs. The Division provides technical support in training design, methodology, and



Training Support Division—counter-clockwise from upper left—Maria Elena Pynn, Toby Frank, Patrick Cunningham (not shown—Ray Leki and Joan Whitney).

human and material resources through the following activities:

- identification, recruitment, and contract management of training consultants;
- development, review, and revision of training materials;
- coordination of state-side training programs;
- management and testing of in-country language instructors; and
- language training assistance to the regions and the field.

The Division's staff are also responsible for standardizing procedures for pre-service training (PST), in-service training (IST) and close-of-service (COS) programs. The staff also represents Peace Corps training in meetings with other development organizations.

The staff includes a Division Director, a State-Side Training (SST) Coordinator, a Training Specialist, and a Language Specialist.

Peace Corps training programs and Training Division activities are administered within the guidelines of the Integrated Training System (ITS). ITS is a training management plan developed by Peace Corps, which addresses: training philosophy, goals and standards, in-country management of training programs, technical assistance to the field in all aspects

of language training, training resource manuals, translation of training manuals, and training evaluation systems. The ITS manuals are an invaluable resource for all those involved in Peace Corps training events.

State-Side Training

The Training Division is responsible for overseeing the State-side Training Program. The SST program is a strategic approach to meeting the agency's overall need for Volunteers with high skill levels. SSTs provide trainees with the technical training they will require in most program areas. The Division plays a role in helping to analyze specific training needs and in developing cost effective and high quality solutions to meet those needs.

To effectively and efficiently meet the needs of Peace Corps training programs in the United States and abroad, the Division maintains a Trainer Consultant Bank. The consultant bank contains over 200 resumes of professional Peace Corps-experienced trainers available for short term PST and IST contracts. The consultant bank is used to respond to country requests for:

- training program designers;
- material developers;
- project directors;
- language specialists;
- cross-cultural specialists; and
- conference/workshop facilitators.

In 1986, over thirty countries requested more than fifty trainers from this service.

Language Training

Peace Corps has programs in 63 countries, requiring site-specific language training for all Volunteers.

Fifteen years ago, the Peace Corps language program was considered one of the best in the world for training a person to become functional in a language in a relatively short time period. Peace Corps methodologies have not changed significantly since then, but the body of knowledge on the subject has expanded greatly and

(Continued on page 20)

many other training approaches have been developed.

Beginning this year, the Training Division will work with the Regions to assess their language training needs. The goal of the assessment is to develop a comprehensive program to provide field-based/country-based language improvement activities. The Division's Language Specialist will be responsible for reviewing, coordinating, monitoring, and evaluating all Peace Corps activities related to language training.

Information Sharing

The Training Division, as a centralized resource center for assistance in the management of training programs, promotes the exchange of information on innovative approaches to training. The Division publishes a bi-monthly newsletter, *Training Forum*, through which trainers can share information, experience and ideas on Peace Corps training topics. Each issue of *Training Forum* will feature a particular theme, such as: cross-cultural training, older trainees, in-service training, and more. The newsletter is aimed at all field training staff, contract trainers and other permanent or temporary staff involved in the design, management, or delivery of Peace Corps training events.

The bi-monthly issues are sent directly to training managers and staff at post, with additional copies available to contracts and headquarters staff.

Senior Volunteers are an increasing focus for Peace Corps. In 1986, the Training Division commenced a 2-year project to survey and develop training materials to better support this important group. Final materials will be available in 1987, to be used in staff training.

Information Collection and Exchange Division

Director: Maureen Delaney

The Information Collection and Exchange (ICE) Division is the technical information arm of OTAPS. ICE provides technical assistance to the



ICE—clockwise from left—Vernel Womack, Maureen Delaney, David Thomas, Trish Heady.

field in the form of information (periodicals, books, video, manuals, reprints and case studies) and information services (bibliographies, research, referrals, etc.). The Division's responsibilities are:

- to publish, purchase, and distribute relevant technical materials to the field;
- to research and answer specific questions from the field;
- to highlight, through the "ICE Almanac" section of the *Peace Corps Times*, OTAPS initiatives, trends, new publications, and networking opportunities;
- to maintain and enhance the Peace Corps/Washington resource center; and
- to assist with the development of in-country resource centers.

These responsibilities entail developing two to three technical and training manuals/year, monitoring and evaluating contracts for the purchase and distribution of materials, and purchasing up-to-date materials each year dependent on identification of resource needs by 1) Peace Corps/Washington staff, 2) field office staff, and 3) Volunteers.

ICE is staffed by three skill area specialists under the direction of Maureen Delaney: a Distribution Management Specialist, a Materials

Development Specialist, and a Resource Development Specialist. Together with eleven part-time student workers, the staff handle all information requests, research questions, production responsibilities, publication distribution, networking, "ICE Almanac" articles, and contract management. The Division responds to over 150 requests a week from inside and outside Peace Corps. Requests are processed on a first-come, first-served basis with a turnaround time of about six to eight weeks.

The Division works in concert with the Specialists in OTAPS to ensure that ICE is distributing the most relevant and up-to-date information to meet the needs of Volunteers and Peace Corps staff.

ICE's inventory currently contains about 950 publications. Approximately 200 of these have been produced within Peace Corps from material developed primarily in the field. The rest are purchased from outside publishers to augment the Peace Corps collection. The publications are generally technical in nature and address issues in all program areas. Many of ICE's publications are listed in *The Whole ICE Catalog* which is available upon request.

In addition to the publications ICE distributes to the field, the Division maintains a Resource Center which contains over 10,000 technical documents developed over the 25 years of Peace Corps existence. The Resource Center actively seeks materials developed in the field by development workers in all program areas and in all regions. In addition, AID has recently donated microfiche copies of its entire technical publication collection to the Resource Center.

In an effort to add to and update its already extensive collection, the Resource Center is developing a database of development organizations based on its networking activities. The Center is in contact with over 200 organizations involved in the development field with whom ICE exchanges information and publications on a reciprocating basis. Network expansion continues through participation in conferences and at expositions, and through the "ICE

Almanac," "Networking" section of the Peace Corps Times.

In-Country Resource Centers

One of the more exciting projects that ICE is currently involved in is conducting In-Country Resource Center (IRC) Workshops on a regional basis. The informational needs of Volunteers can best be met if the information can be readily obtained in country. Workshops have already been held in the NANEAP and Inter-America regions. Two additional Workshops are planned for the Africa region this year.

The Workshops are geared to increasing the in-country capacity to maintain information resources by providing skill training for resource managers in the establishment and maintenance of Resource Centers. Following the Workshops, ICE will continue to provide professional assistance for the maintenance of IRCs as requested by individual countries. Many IRCs are organized and managed by host country nationals. This is encouraged due to the wealth of local resource knowledge they can bring to the position.

Because of the nature of the work done by the office, ICE has always been one of the most important divisions within Peace Corps. ICE's ability to maintain and reproduce technical, grassroots information for use

Emphasis Area

The Women in Development (WID) Coordinator and Small Project Assistance (SPA) Coordinator in the OTAPS office are unique in that their areas of responsibility affect nearly all programs. The two Coordinators are part of the Program Support Division and report to the Director of Program Support.

Small Project Assistance—The Small Project Assistance (SPA) program began in January, 1983, with the signing of a Memorandum of Understanding (MOU) between the Agency for International Development (AID) and the Peace Corps. Under the terms of this agreement, AID provides funding for use in support of community-based projects in which PCVs are involved.

The SPA Fund supports projects in the areas of food production, energy, competitive enterprise development, health, and income generation through direct grants to community organizations. Each participating country administers, in country, a fund of \$40,000 per year, which is obligated directly from the country's AID Mission. In 1986, Peace Corps and AID signed an agreement to provide additional SPA funds solely for health-related community development projects. There are currently twenty-five countries involved in the Health Country Agreement administering an additional \$15,000 per year. The SPA Coordinator is responsible for the oversight and review of project reports and for reporting to AID on Program activities worldwide.

A country which participates in the SPA program is also eligible for Technical Assistance (TA). TA is administered by the Peace Corps/Washington SPA desk. TA is provided upon requests from the field through pre- and in-service trainings and workshops in an effort to reach the greatest number of Volunteers, staff, and host country nationals. Assistance is also provided on an individual project basis when specific support needs are requested.

The SPA Coordinator is currently organizing a database on how and where SPA projects overlap program areas to track success/failure ratios. The results will help determine future provisions of TA needs.

by Volunteers and other development workers provides the opportunity to share Peace Corps development experience with practical, "how-to" information. The continual identification, development, and updating of resource materials is essential for supporting the work performed by Peace Corps Volunteers overseas.

How to Use OTAPS Resources

OTAPS responsibility to provide high quality technical material and programming and training support to the field depends on clear communication.

OTAPS establishes its priorities and plans its activities based on information and requests from field

offices. The primary source of field requests are the Country Management Plans and Budgets (CMP/Bs). The CMP/Bs are the means by which individual countries can best relay general and specific program or training requests. The CMP/Bs are reviewed annually, and from this review region-wide work plan matrices and budgets are developed to accommodate both regional and country-level requests.

Utilizing this process in conjunction with on-site evaluations, OTAPS and the Regions can initiate and implement, or redesign, programs and training projects. In order for the CMP/Bs to be effective, detailed information regarding problems and needs must be submitted therein.

Interim cable requests are also an

(Continued on page 23)



Administrative Unit—from left—Mary Maldonado, Dana McCullough, Genevieve Peterson.

S.P.A. Network

The Young Farmers Program and S.P.A.

The following is adapted from a letter submitted to the SPA desk in the Office of Training and Program Support (OTAPS). It was written in response to requests from the SPA Coordinator for information and experiences regarding PCV use of the SPA Program. We look forward to such letters/articles from all you SPA users.

Jeff Murdock, RPCV/Lesotho, served as a district advisor to Young Farmers Clubs in one of the ten districts of Lesotho, from 1982 to 1985. The Club's primary project in the village of Sekameng benefitted from the use of two SPA grants for agriculture projects and from skills developed in three Technical Assistance-sponsored workshops in 1984 and 1985.

The aims of the Young Farmers Club (YFC) are to encourage in the rural youth the growth of agricultural production and home economic skills to further nutrition awareness, agricultural and vocational self-subsistence, and possible income-generation.

The Young Farmers development program was comprised of an abundance of competent human resources. However, the design for utilizing these resources lacked a supply of appropriate tools, equipment, and operation-building materials.

Technical Assistance

PCV Murdock was convinced that the people he worked with could accomplish anything given proper incentives and materials. Of the numerous YFC project directions, though, Murdock pursued those of greatest importance to the community—vegetable garden production, home-craft skills, and small animal husbandry.

Water was in scarce supply for the $\frac{1}{4}$ -hectare garden that the YFC had chosen for their project. Therefore, the primary concern was to build a rainwater catchment dam capitalizing on the large watershed above the garden site. The Ministry of Rural

Small Project Assistance Program (S.P.A.)

The S.P.A. Program is a unique program which joins the human resource capabilities of the Peace Corps and the financial resources of the Agency for International Development. The program, established in 1983, currently supports small self-help efforts through direct grants to community organizations in 35 countries.

There are two components to the S.P.A. program: the S.P.A. fund which directly supports community projects; and the Technical Assistance (T.A.) Agreement which provides training and technical advice to PCVs, staff and Host Country Nationals who are working on field projects.

S.P.A. grants are made by PC/Country Offices to community groups working with PCVs in the areas of 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 program consultants for countries. The T.A. activities stimulate and/or directly support S.P.A. projects.

If you have an idea for a project in your community in one of the above areas, more information is available from PC country offices or by writing the S.P.A. Coordinator, OTAPS, PC/Washington.

Development equipped the Club with basic tools for the manual excavation of the 1200 cubic meters of earth needed for erecting the dam wall, the overflow spillway, and water diversion dikes. The only shortfall was that none of the participants knew quite what it took for the sound design and construction of a dam...

Murdock and other Volunteers interested in similar water development projects requested that their APCDs put together a watershed development workshop. The APCDs worked overtime meeting with Vol-

unteers and corresponding with the Office of Training and Program Support (OTAPS) to organize funds, equipment and consultants, define workshop content and locate a site for the 3-week seminar which became known as the 'dam conference.' During the seminar, participants took part in hands-on problem solving and surveying exercises, and gained new knowledge of dam-building precautions. This technical knowledge was enhanced by Volunteers from a separate Technical Assistance-funded ferrocement tank workshop who demonstrated procedures and taught tank construction know-how. An 8000-liter water tank was erected that would be used later in the garden irrigation scheme.

Transfer of Knowledge

Surrounding villages were amazed at the productivity of this project and sought assistance for their own. The area extension agent, club leader, foremen, and local advisers reviewed local communities' requests. Only one village, Kolo Ha Mahlasane (KHM), manifested the dedication of time, spirit, enthusiasm, and integrity essential for successful project investment.

The Sekameng work committee advised KHM on how to organize their work committee, collect tools and equipment, measure progress, supervise food commodity distribution, and technically accomplish their dam-building and site development tasks. The committee held a series of informative, troubleshooting work gatherings to assist the village when necessary.

SPA Grants

With the water development plan becoming a reality in KHM and Sekameng, the Peace Corps SPA Fund was approached for finances to buy garden tools for both clubs. In addition, funds were requested to build a chicken shelter and to purchase cages and layers (hens) for a poultry project. The criteria used in the request were that the project:

- would be an educational experience for the youth;

- would be an inexpensive source of nutrition for the isolated communities; and,
- would be a potential income-generating venture for self-perpetuation and replication of the project.

Technical Assistance came to the rescue again by offering a poultry-raising seminar for PCVs and their counterparts who were starting poultry projects. Fifty percent of the participants were HCNs. Two women attended from Sekameng and subsequently revised the chicken-house plans to meet the criteria taught in the seminar. The instructor demonstrated to the men, women, YFC members and PCVs the proper care, handling, and feeding of poultry.

Return Engagement

After his return to the States in December 1985, and his subsequent award of a PC Fellowship, Murdock returned to Lesotho in April 1986. He was pleasantly surprised by what he found at the Young Farmers Club site. The modifications were remarkable! The chicken house was painted and well-stocked. The dam was complete with a rock-lined spillway, and erosion-preventing grass had been planted around the dam wall. Trees had been planted around the perimeter of the garden to protect it from prevailing winds. The Young Farmers were in the process of building a tools storage shed. A large ferrocement water tank with a holding capacity of 16,000 liters of water had been completed for the dam-to-garden irrigation system, which was functioning well. The bounty of vegetables from sixty garden plots consisted of volleyball-sized cabbage, knee-high spinach, an abundance of onions, beets the size of softballs, carrots two inches in diameter, and a small forest of tomatoes. The community had done it all!

Community Management

After the initial infusion of SPA funds and the efforts of PCVs, the villagers proved that they could formulate a management plan and use it. They knew what they wanted—

the YFC guidelines outlined their intentions. They knew why they wanted it—to supply more products for consumption, income-generation, and education of their youth. They checked available resources and solicited for those that were not present. By actually doing the work, the community members learned a great deal, and enhanced

their knowledge through continuous review of their own progress. This 'learn by doing' process also enabled them to transfer their refined expertise to another village. Sekameng was rewarded for their commendable efforts. UNICEF sponsored a nationwide garden competition for YFC, and Sekameng was awarded first place.

(OTAPS from page 21)

important communication link between Washington and the field. Interim requests for support need to be transmitted in a timely fashion, allowing for at least two months lead time. Again, specific information is essential for effective support.

Materials support from ICE may be requested through letters and by cable from Volunteers and field staff. All requests should be as specific as

possible to ensure that the materials sent are appropriate.

Bulk requests on behalf of training or program groups are encouraged. Requested materials will be shipped via diplomatic pouch whenever possible, or via air mail to non-Embassy posts.

Publication listings can be obtained by writing the ICE office in Washington.

Tom McMenamin

Emphasis Area

Women in Development—In accordance with the Amendment to the Peace Corps Act (1978), which recognizes the significant role women play in economic production, family support, and the overall development process, a variety of specific programs have been developed to address WID issues. Women produce an estimated 50-80% of their countries' food and supervise their families' education, health care and nutrition. However, women are all too often not the beneficiaries of development programs. The Peace Corps WID unit is responsible for assisting with programmatic and training activities to assure that the role of women in the development process is addressed.

Following the July, 1985, Decade of Women Conference in Nairobi, Kenya, Peace Corps has sponsored WID symposia in every Region. In all, 140 PCVs, staff members, host country counterparts and ministry officials from all Peace Corps countries attended the symposia. The goals of the symposia were to focus renewed attention within Peace Corps on the importance of working with women in developing countries, and to discuss strategies and resources for working with women.

The regional symposia have resulted in an increased awareness of and attention to WID issues as they relate to Peace Corps goals. More of an emphasis is being placed on WID issues in training and programming activities, and outreach to host country women's organizations is increasing. In addition, 11 countries have held or are planning to hold national WID conferences or workshops on how to work with women in a culturally sensitive manner. At director Ruppe's request, each Peace Corps country has appointed a WID coordinator, of whom 30 are U.S. staff members, 14 are host country national staff members and 8 are men.

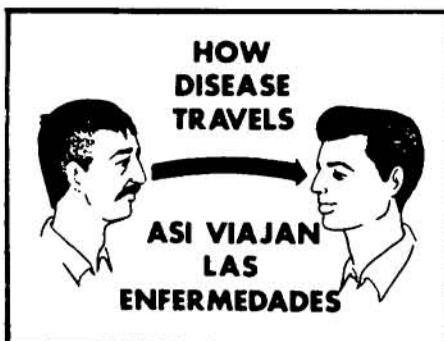
The Peace Corps WID/Washington unit operates as a communication point for advice and the exchange of ideas on what can be done within a country to increase the effectiveness of the work Volunteers do with women. The office also works closely with Sector Specialists on program and training design activities.

Networking

Audio-visual aids are an effective way of making any presentation more successful. The most appropriate audio-visuals will accurately portray the culture of the audience and will most likely be developed or found locally. ICE distributes a number of manuals which instruct even the least artistic in making homemade audio-visuals such as flannel-graphs, filmstrips, and flipcharts. These manuals also recommend contacting the Ministry of Health, public libraries, and other local sources for obtaining audio-visual aids. *Audio-visual/Communications Teaching Aids (P-8)* includes a number of very useful manuals on this topic. Check The Whole ICE Catalog under any sector for other titles of interest. *Teaching Conservation in Developing Countries (M-7)* and *Health and Sanitation Lessons (Africa): Visual Aids (R27B)* are two examples of other ICE manuals useful in developing audio-visual materials.

After you have exhausted your own talents and other local resources, you may want to contact some international organizations for materials. The agencies affiliated with the United Nations are excellent sources of A-V materials, and many have regional offices throughout the world. The Food and Agriculture Organization (FAO), United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and other UN agencies produce a number

of films, posters, videotapes and other audio-visual materials of a technical nature which may be purchased or, in some instances, borrowed. Contact your regional United Nations Information Office or agency of interest for details.



One of a series of flip charts from World Neighbors.

World Neighbors (5116 North Portland Avenue, Oklahoma City, Oklahoma 73112) publishes a number of filmstrips, posters, and other educational aids which are available at minimal cost. These materials cover a variety of topics including energy, forestry, health, and community development. World Neighbors created most of these materials in developing countries using local languages. ICE has distributed two World Neighbors Opix Film Projector Kits to each Peace Corps country for Volunteer use (see "Networking" article March/April 1985).

Many organizations have health audio-visuals for distribution. ICE distributes several guides to sources of materials in health education. The *Guide to Mass Media and Support Materials for Nutrition Education in Developing Countries*, produced by the International Nutrition Communication Service, should be in the ICE inventory later this year. This useful guide reviews over 315 nutrition education materials such as games, slides, posters, and flashcards, many of which are available in local languages.

Many technical organizations produce and sell audio-visuals. Colorful slide sets, wall charts, and prints are available from the International Bee Research Association (Hill House, Gerrards Cross, Buckinghamshire, SL9 0NR, U.K.). The International Centre for Conservation Education (Greenfield House, Guiting Power, Cheltenham Glos. GL54 5TZ, U.K.) has a good selection of audio-visual resources which promote a greater understanding of conservation and the environment. The May/June 1986 "Networking" article explains the various training courses, services, and materials offered by ICCE. Two comprehensive videotape series on goat production are available through Winrock International (Route 3, Morrilton, Arkansas 72110). Check the resources section of ICE manuals for additional sources of audio-visual materials.

In-Country Resource Center Network

ICE now has a number of resource center building tools available to the staff of Peace Corps in-country resource centers. Volunteers who are interested in developing regional resource centers or assisting in a school or community library will also find these resource tools very useful. The revised ICE booklet, *Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers* describes over 30 organizations who collect and donate materials to Volunteers. Though materials are donated, the requestor

oftentimes must cover shipping costs. The *Free and Reduced Rate Periodicals List* is a compilation of periodicals offered by the publishers at a special rate to Peace Corps Volunteers. When corresponding with organizations mentioned in either of these lists, please state that you are a Volunteer and advise the organizations of your close-of-service date.

ICE has revised the Peace Corps Library's booklet, *Recommended Titles for a Core Reference Collection*. This list outlines different types of reference works that are needed to answer

various requests. Titles are listed according to their priority within each category of reference works so that users may easily decide which works are most highly recommended. Unless otherwise stated, all titles must be acquired directly from the publishers.

ICE has sufficient copies of these three lists for all Volunteers to order their own copies. Please discard any old lists because they may now contain inaccurate information.

(Continued on page 27)

Peace Corps Times

Sector Updates

PUBLISHED BY ICE

Crafts Development and Marketing Manual. Designed to help a group in choosing, producing, and marketing a product successfully. Examines crafting environments, organizing and managing, as well as production, marketing, and distribution. Includes guidelines for general business procedures, with charts and exhibits. Also contains case studies, resource groups, and appendices. 1986. 260pp.

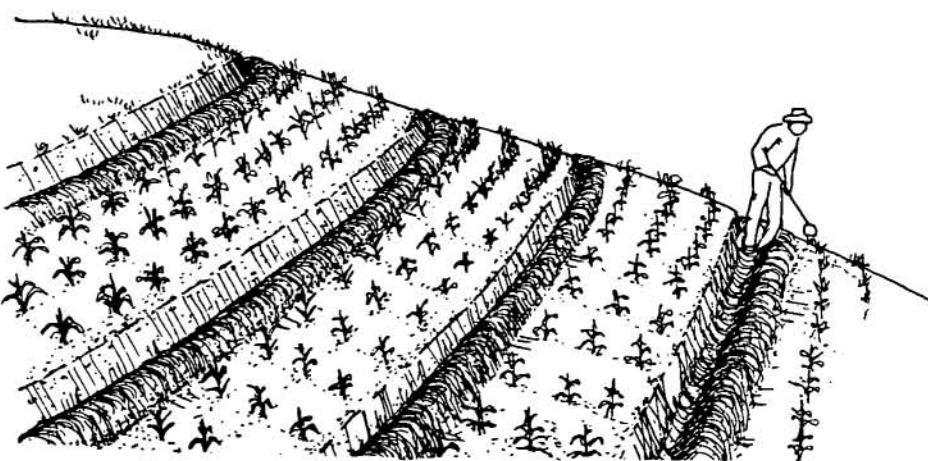
ESP: Teaching English for Specific Purposes. Written specifically for PCVs teaching EFL. Provides step-by-step procedures for designing a program in English for Specific Purposes and for creating materials and activities in the classroom. Covers the necessary language skills (reading, writing, listening, and speaking). General guidelines are presented for program and classroom management. 1986. 110pp.

Manual D'Alphabetisation Du Peace Corps. French version of Peace Corps Literacy Manual. 1986. 182pp.

Manual de Alphabetizacion del Cuerpo de Paz. Spanish version of Peace Corps Literacy Manual. 1986. 174pp.

Supporting Women's Enterprise Development. Based on the assumption that, with guidance, women can identify entrepreneurial opportunities and resources in their communities and act on them. Part I provides a brief overview of women's changing economic situation, assistance for enterprise development, and the issues an individual development worker must consider. Part II surveys the resources needed for an enterprise and outlines a planning/decision-making process for developing a business. Part III presents a case study and Part IV lists available resources. Also includes activities and tools useful in developing an enterprise. 1986. 157pp.

Preparation for Teaching: A Manual With Exercises in Curriculum Devel-



opment. (H. A. Mattson). General guidelines to better prepare instructors in the area of curriculum development for industrial education. Designed for PCVs working at staff development in technical, vocational, or industrial education. Applicable to teacher's college, technical and secondary schools. Includes an overview of curriculum development, development of a course of study, sample unit and lesson plans, project selection, program improvement suggestions, and a bibliography. 1985. 49pp.

Extending Freshwater Fish Culture in Thailand. (PC/Thailand) Designed to help PCVs better understand fish culture in Thailand, but it is also adaptable to fish culture projects in other countries. Has broad technical applications for laypersons as well as for experienced PCVs. Includes guidelines for pond construction, fish/prawn cultivation, disease control, induced spawning, preservation, marketing, and record keeping. Replete with a variety of charts and an English/Thai word list. 1985. 154pp.

Soil Conservation Techniques for Hillside Farms. (Carl Crozier) A guide for PCVs in agriculture extension. Basic information to help design plans for the conservation of soils and the management of water runoff in small hillside plots. Based on experiences in Honduras, but can be used by other PCVs worldwide working in the same program area.

Takes into account the unavailability of resources as well as constraints commonly encountered. Suggests various crops and types of compost piles to use. 1986. 96pp.

Small-Scale Irrigation Systems. Intended as a handbook for understanding basic irrigation principles and practices. The manual should be used during training. Complements Irrigation Principles and Practices and should be ordered together. Subjects discussed are those most frequently concerning Volunteers in irrigation activities such as methods of measuring soil moisture, drainage, and health and safety precautions. Based on problems, exercises, and experiences of Volunteers in the field as well as observations by professionals with extensive irrigation experience in developing countries. Provides useful charts, drawings, and instructional diagrams. 1983. 133pp.

Peace Corps Programming in Small Enterprise Development: Three Case Studies and Analysis. Preliminary survey of Peace Corps activity in small enterprise development. Identifies common approaches and problems leading to success/failure in SED programs. In-depth case studies of experiences in Cameroon, Ecuador, and the Philippines cover country background, PC programming in SED, project experiences, training, and program notes. Includes list of suggested program criteria drawn

from successful PC participation, as well as appendices and a bibliography. 1985. 100pp.

The manuals described above are all available to all PCVs and staff.

TRAINING MANUALS

In-Service Training Manual (Newly Revised), by Mary Lou Shefsky and Daniel Thompson. 1985 (Peace Corps/Information Collection and Exchange) 150pp. Free.

For PC staff involved with in-service training of PCVs in areas outside of traditional language and technical skill enhancement. Four subject areas include assessing Volunteers' current situations, working with community leaders, mobilizing resources, and Volunteer personal support. Designed so that programs can be presented by themselves or integrated with other training programs. Well structured, with session rationales, objectives, and trainer preparations clearly delineated. Suitable for PC trainers with nominal training experience.

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

Close of Service Workshop: Trainer Guidelines and Workshop Materials. Revised 1986. (Peace Corps/Information Collection and Exchange) 318pp. Free.

Designed for use by PC staff and trainers who facilitate Close-of-Service Workshops. Provides many resources to assist novice and more experienced trainers in preparing for and conducting a successful workshop. Gives an overview, guidelines for planning, preparation, and implementation of a COS workshop. Contains reference materials for a trainer's understanding of adult learning, experiential training methods, and a detailed training design for a 3- or 4-day workshop. Includes a variety of additional materials for lectures.

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

Close of Service Workshop: Participant's Handbook. 1986 (Peace Corps/Information Collection and Exchange) 106pp. Free.

This handbook was developed for use during Close of Service workshops. Contains a variety of worksheets and articles to assist the PCV in examining needs and expectations about leaving the host country and returning home. Includes valuable information on job searching, resume writing, and resources for careers.

Available free through ICE to all COSing PCVs. Request through your APCD.

Planning and Conducting All Volunteer Conferences, prepared by Sarah Hall Goodwin. 1986 (Peace Corps/Information Collection and Exchange) 91pp. Free.

Designed for use by Peace Corps field staff and Volunteers planning an All Volunteers Conference in country. Provides an in-service event with objectives, designs, and themes for a conference. Deals with how to organize committees, plan agendas, and handle logistical details. Includes suggestions for social events. Material can be used with minor modifications in planning other in-service workshops and meetings.

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

Small Enterprise Development: In-Service Training Manual. Pragma Corporation and PADCO, Inc. (Peace Corps/Information Collection and Exchange) 231pp. Free.

Provides in-service technical training in small enterprise development. Targeted for participants with limited academic backgrounds in business. Training sessions have both a theoretical and practical basis, in that they review important business principles and apply them specifically to host-country situations. Written for trainers with little training background, although technical background/experience is assumed.

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

Small Enterprise Development: Pre-Service Training Manual. Pragma Corporation and PADCO, Inc. (Peace Corps/Information Collection and Exchange) 429pp. Free.

Provides pre-service training in small enterprise development. Applicable to trainees who work with host-country small businesses/income-generating projects as well as those who will be involved in the establishment of new entities. Activities are laid out explicitly to follow the sessions with relative ease.

PLANNING AND CONDUCTING





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

WATER/SANITATION

Preventive Maintenance of Rural Water Supplies. (World Health Organization, 1211 Geneva, 27 Switzerland) 36 pp.

Defines preventive maintenance as systematic and periodic maintenance that minimizes breakdowns, keeps the apparatus working and prolongs its life. Describes how preparing for smooth operation and maintenance fits into the project cycle from the very beginning. Covers what design decisions affect maintenance and how to create an effective transition from development to operating stage. Identifies tasks and provides references.

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

Ventilated Improved Pit Latrines: Recent Developments in Zimbabwe, by Peter R. Morgan and D. Duncan Mara. 1982 (Technology Advisory Group, The World Bank, 1818 H. St., NW, Washington, DC 20433) 41 pp. \$3.00.

Describes two basic designs for pit latrines that are improvements over the previous models. One for peri-urban areas, the other is lower cost and designed for rural areas. Both models are socially acceptable (in Zimbabwe) and effective in eliminating odors and controlling fly breeding. Includes building plans.

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

(RESOURCE from page 24)

The revised *IRC Procedures Manual*, the new *IRC Self-Instructional Manual*, and the *Training Manual for an IRC Workshop* are now available for order from ICE.

WBVS BOOK PROJECT REMINDER

Please remember to channel your request through your Country Director when ordering any books from the World Bank Volunteer Services (WBVS) Book Project. As stated in the September/October 1986 "Networking" article, WBVS ships books only in large quantities to port cities. Countries must consolidate orders because small packages are not available. Recipients are responsible for transport from the port city. At this time, WBVS cannot provide French and Spanish books. The volunteers at WBVS greatly appreciate Peace Corps' interest in the Book Project and they hope to meet the demand for quality books.

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

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

