

# PEACE TIMES CORPS

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Focus—Malawi

March/April 1985

# From the Director

In March, I had the honor of accompanying Vice President and Mrs. Bush on a visit to Sudan, Niger and Mali. The purpose of the trip was to see, first hand, what is being accomplished through emergency aid, and to propose long term projects to help alleviate the situation that is ravaging that continent. From what I saw being done and what still needs to be done, I feel that our nation and others have an unparalleled challenge ahead to help solve the problems of these famine stricken nations. I am convinced it can be done.

In eastern Sudan, we visited a refugee camp where 27,000 drought victims are receiving U.S. emergency grain. In the same area, a long distance transportation system delivers American sorghum and wheat to nearly 1.4 million inhabitants of that region.

In Niger, we visited several Peace Corps sites and a training center near Niamey. Vice President and Mrs. Bush met with a number of Volunteers who were attending an in-service conference.

The visit to Mali was extremely important as it is the first country for our new Africa Food Systems Initiative. In Bamako, the capital, Vice President Bush met with Volunteers at Peace Corps Headquarters. They explained their projects in agriculture, energy conservation and rural development designed for local self-sufficiency. I also visited sites in Quellesbougou and Banamba, where Volunteers are working in agriculture, health and nutrition. Most of these programs will be duplicated when our African food teams begin working in Mali next year.

During February and March, I testified before the Senate Appropriations Committee and the House Foreign Affairs Committee at their respective hearings. Peace Corps' budget request for Fiscal Year 1986 is \$124.4 million.

After the first hearing, Peace Corps held a reception honoring newly-



Director Ruppe visits with a new Member of Congress, Representative Paul B. Henry from the 5th District of Michigan. Henry is a former Volunteer who served from 1962-1965 in Liberia and Ethiopia.

Photo—Anne Alvarez

elected Members of Congress to explain, one on one, the Peace Corps story. From their responses, I can tell you they were very impressed with the calibre of Volunteers and the fine work you are doing.

Our recent nationwide appeal for 600 Volunteers to work in agriculture related programs in Africa has been extremely successful. The WATS line has received over 18,000 inquiries since the appeal began in January. Some 600 of these applicants will be joining those of you in Africa by summer's end.

I want to take this opportunity to thank you for your efforts in promoting "Peace Through Development."

Loret Miller Ruppe

"Born Free" girls are assembled to dance and sing for Princess Anne of England during her visit to Malawi. The girls are wearing costumes of the national cloth featuring a picture of Life President Dr. Hastings Kamuzu Banda. "Born Free" is the name given to people who were born after the nation achieved its independence.

Photo—Frank Dzurik

## ABOUT THE COVER

From soaring mountains to clear rivers and lakes, Malawi earns its nickname as the "Switzerland of Africa." David Livingston described the lake "as one of the most beautiful on earth," when he explored the area in 1859.

Photo—Scot Faulkner

PCV Sue Varney-Easter hosts His Excellency, The Life President Dr. Hastings Kamuzu Banda and Mama C. T. Kadzamira during their tour of Kamuzu Rehabilitation Center at Magozero. She heads the physical therapy unit at the center which is run by the Malawi Council on the Handicapped. A graduate of the University of Wisconsin, she serves with her husband, William Easter, also a Volunteer, in Malawi.

Photo—Scot Faulkner

## Peace Corps Times

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# New Country Directors

## Benin

### Jean Demarteau

Jean Demarteau has been named Country Director for the African country of Benin.

No stranger to adapting to new cultures, Demarteau immigrated to America in 1965 from Belgium at the age of 25. He spoke no English. He moved to California where he worked in the fields as a migrant worker and studied English at night.

After several years of working two jobs he opened a small business. Later he moved to Washington, D.C., where he graduated from American University with a degree in business administration and economics.

Prior to coming to Peace Corps, Demarteau taught French language and Francophone culture classes for the Foreign Service Institute at the State Department. He has been a commodities trader and represented the Xerox Corporation in France.

## The Gambia

### Leahseneth (Lacey) O'Neal

Well-known sports figure Leahseneth (Lacey) O'Neal will assume the duties of Country Director in The Gambia.

O'Neal was a two-time member of the U.S. Olympic Track and Field Team in 1964 and 1972. She holds many world records at 200 meters, 70 meter high hurdles and 50 meter hurdles. She has been a State Department Representative in Sports in Jamaica, Costa Rica, Venezuela, Colombia, Ecuador and Brazil. O'Neal was appointed by the President to the U.S. Commission on World Population and has been a consultant to the President's Council on Physical Fitness.

Before her nomination as Country Director she was the Wellness/Fitness Program Coordinator for the District of Columbia Dept. of Recreation.

In addition to her career as a professional athlete, O'Neal has served as program director for the Unions for Youth Camp and the National Football League Players Association as well as the Head Women's Track and Field Coach at the University of Florida. She was the Fun and Fitness spokesperson for Post Cereal, has written columns for the *Washington Post*, *Athletic Journal* and was a color commentator for CBS Sports.

She is a graduate of the University of Hawaii, where she was named Most Valuable Woman Athlete in 1964 and received her master's degree in physical education from the University of Florida.

## Tanzania

### Walter Isaac Palmer

Agronomist and fisheries specialist, Walter Palmer of Alaska, has been appointed Country Director for Tanzania.

Before his appointment, Palmer was a consultant to Alaskan Resource Development. He has served as special projects coordinator for agriculture and fisheries for the Governor of Alaska and was Governor Al Hammond's Chief of Staff.

Palmer was a State Senator in Alaska for eight years where he was chairman of the Senate Resources Committee, the Rules Committee and the Special Fisheries Committee.

During his wide and varied career, Palmer was a teacher at the Kenai Peninsula School where he taught all grades. He has been a farmer and homesteader in Alaska as well as a commercial salmon fisher.

He attended Washburn University in Kansas, and graduated from Michigan State College with a degree in biology. He received his master's degree in education administration from the University of Alaska.

## Dominican Republic

### Mila Brooks

Mila Brooks returns to Peace Corps as the new Country Director for the Dominican Republic. In the past she has been associated with the agency in many capacities, the most recent as Deputy Director in Chile, 1973 through 1974. Between 1969 and 1973, she served as Midwestern Representative of the Office of Staff Placement and was Special Assistant to the Director of Volunteer Placement.

Since 1974, Brooks has been a consultant in international development planning specializing in Latin America for AID, Peace Corps, the Pan American Health Organization and others.

A native Kansan, she graduated from the University of Kansas and

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# Unique Fellowship

A unique fellowship program for a master's degree has come about as a result of the cooperation of Teachers College of Columbia University, the Xerox Corporation and Peace Corps.

The shortage of qualified and dedicated math and science teachers in the inner cities was the impetus for this fellowship. Teachers College, which was founded to provide education for the daughters of immigrants, will be working to help alleviate the shortage. The Xerox Corporation is providing the seed money needed to begin this innovative program.

Peace Corps Volunteers were chosen to be the recipients of these fellowships because Teachers College and Xerox feel that those who complete two years of teaching in the Third World are a proven source of highly motivated, culturally sensitive and flexible teachers—the same characteristics sought in the selection of educators in the culturally diverse inner city American schools.

Teachers College is now recruiting returned Volunteers who were teachers in math and science. Returned Volunteers are eligible to participate in a math or science master's program at one-half the tuition, while serving in a two-year teaching program in a New York City school. Low interest loans will be made to Fellows to cover the second half of the tuition and a portion of the loan may be forgiven when the two-year teaching program is completed.

Teachers College, in conjunction with the New York City Board of Education, will place the Fellows in a math or science teaching position, beginning this September. Starting salaries will be about \$17,000. Initially, the teaching program is targeted for New York City, but as the program grows, other cities will be included.

Fellows must complete the 32-credit master's program at the end of the two year period.

Former Peace Corps math or science teachers, or current Volunteers who need to plan for their careers on returning to the States, who are interested in the fellowship should write to:

Louis Alexander  
Box 301  
Teachers College  
New York, NY 10027

Les Wexler

# Focus—Malawi

When it achieved its independence in 1964, the African country of Malawi faced serious problems, problems which stemmed from the neglect during its colonial period as a British protectorate.

The present government's achievements have been remarkable. It has moved ahead through coordinating development using its three major resources; its people, its fertile clay soils and its fish-rich lake. Through enlightened economic and trade policies and diligent work by its people, Malawi has become a regional economic miracle.

Today, Malawi is one of the few net exporters of food in Africa. It is current in its foreign debts and is described by international lending institutions as the best investment risk in Africa. Malawi exports maize, sugar, tea, tobacco, coffee and ground nuts. During the recent years of drought, Malawi maize and vegetables have helped to feed Zimbabwe, Mozambique and Botswana.

## Peace Corps and Malawi

The Peace Corps has been a part of the economic miracle. Even before full independence, in 1963 Peace Corps was asked to send teams of teachers and health workers. Peace Corps left in 1973 and was invited to return in 1979. The impact of the early Peace Corps presence can be felt to this day as many members of the Malawi government can trace part of their education to a Peace Corps Volunteer.

Currently, there are 42 Volunteers in the country. Volunteers are working in the following areas:

- **Technical Support**—Since independence, Malawi has pursued a policy of localization. This means that foreigners are retained in technical positions until a Malawian is trained to qualify for that position. This policy has allowed Malawi to progress gradually without the dramatic drop in skilled personnel felt by other developing nations. Peace Corps has

## About the

Population:	About 6 million
Land area:	45,747 square miles
Major cities:	Lilongwe (capital), Blantyre
Languages:	Chichewa, English
Exports:	Tobacco, tea, sugar, maize, coffee, ground nuts
Ethnic groups:	Chewa, Nyanja, Lomwe, Yao, Sena, Tonga, Tumbuka
Religions:	Traditional African religions (animist), Christian, Islam
Climate:	Tropical to temperate
Borders:	Tanzania, Zambia, Mozambique

Malawi and Lake Malawi (formerly Nyasa) have long been areas of archeological and geological significance. Hominid remains and stone implements have been found there which date from well over one million years ago. Evidence shows that early man inhabited the lake (which is the twelfth largest in the world) 50,000 to 60,000 years ago. Human remains at a site dated about 8,000 B.C., show characteristics similar to peoples living today in the Horn of Africa.

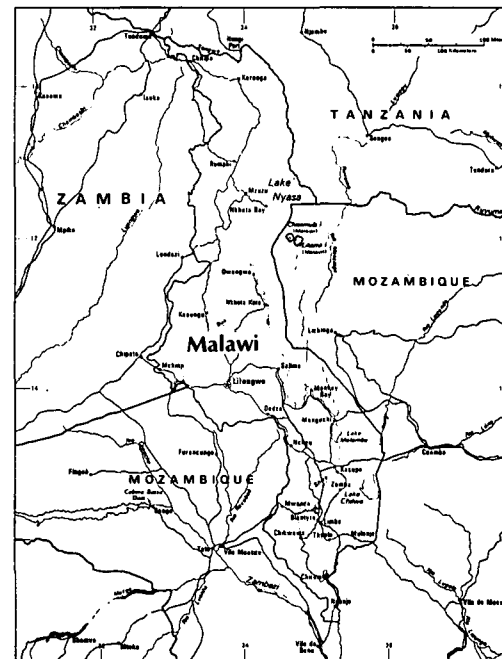
Malawi derives its name from the Maravi, a Bantu people who migrated to the lake area from the southern Congo about 600 years ago.

Although the Portuguese reached Malawi in the 16th century, the first



PCVs Tom and Erica McShane bring many years of experience in wildlife management, including two years in Peace Corps/Niger, to the Malawi Conservation Program. Because of its new techniques in habitat classification, enhancement and preservation, Malawi was chosen as the site for the All-Africa Peace Corps Wildlife Conference last October, the first since 1976.

Photo—Scot Faulkner

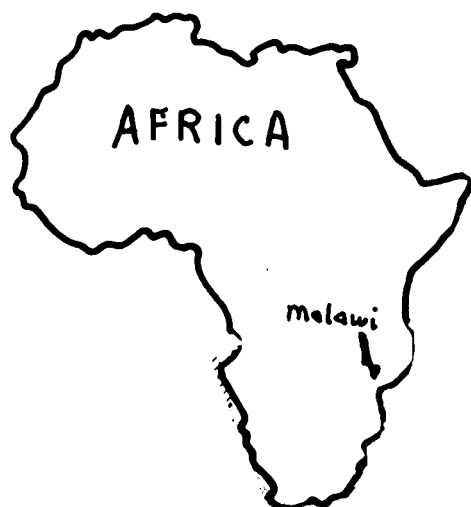


## country ...

significant contact with the West was the arrival of British explorer David Livingston in 1859. Under the auspices of the London Missionary Society, Livingston went to Malawi in an effort to eliminate slave trading. In 1891, the British established the Nyasaland Protectorate. (Nyasaland is the Chichewa word meaning lake.) Nyasaland joined with Northern and Southern Rhodesia in 1953 to form the Federation of Rhodesia and Nyasaland. Throughout the remainder of the 1950s pressure was mounting for Nyasaland's independence.

In 1958, Dr. Hastings Kamuzu Banda returned to Malawi after a long period in England, Ghana and the United States, where he received his medical degree from the Meharry Medical College. Dr. Banda led the drive for independence. In 1963, Malawi was given self-governing status with Dr. Banda as Prime Minister.

Malawi became an independent nation in 1964. It was at this point the modern day drama for the lake and its people began. At independence, the possibility of Malawi's surviving economically was bleak. A small landlocked country with no major natural resources was viewed by most outsiders as destined for poverty, starvation and stagnation. Dr. Banda, now President of Malawi, said the experts were wrong. He called on his people to join in "Kwacha," the dawn of a new day.



accountants, computer experts, engineers and financial managers working in the technical field and training their counterparts.

One of the country's most innovative projects is Development of Malawi Traders Trust (DEMATT). This organization assists small businessmen in developing marketing and accounting skills. Two Volunteers currently are part of this effort, Leland Ludwig, a retired transportation executive and Jerome Mescher, an engineer. Another major aspect of DEMATT is that both the senior advisor in Malawi, Ernie Yancy, and the director of Partners For Progress (which funds DEMATT) Andy Oerke, were Peace Corps Country Directors in Malawi, 1969 through 1970 and 1979 through 1981, respectively. This ongoing commitment of the Malawian development and to Peace Corps are major characteristics of the program.

• **Rural Development**—The foundation of the miracle in Malawi is Rural Development. There are 14 Volunteers working in health, water resources, forestry and rural industries. Water is the cornerstone of Malawi's development. Clean mountain



*Phil King inspects water intakes and pilot plots with A. A. Nzima, Director of Irrigation at the Kasinthula project in the lower Shire river valley. King holds a degree in civil engineering from the University of California at Berkeley.*

*Photo—Scot Faulkner*



*PCVs Debbie Davis and Frank Dzurik apply mud and bricks to a ventilated pit latrine using local materials. Dzurik, a third year Volunteer in health and sanitation, is a journalism graduate of Marquette University.*



*PCV Leader Leonard Klinger and Janice "Rusty" Klinger assist local farmers in building a cow dung bee hive. Beekeeping is becoming a major initiative in developing income generation projects for rural areas. Before joining the Peace Corps, the Klingers lived in Alaska where they were involved in fisheries projects.*

*Photo—Scot Faulkner*

streams running off the plateaus provide gravity-fed water systems which, in turn, provide fresh water to 35 percent of the rural population.

One of the Volunteers who works on these systems is Andy Easton. Easton has developed a variety of water intake systems from high in the mountains and has worked with local water committees to maintain and utilize this most basic of resources.

In the far south, where the mighty Shire River flows through the parched landscape, Volunteer Phil King works closely with AID officials and Malawian irrigation experts to develop ways to harness the Shire and make its fertile valley a major agricultural area.

Another aspect of Rural Development includes small, income generating projects. At Salima, Janice (Rusty) and Lenny Klinger have become legends for their imaginative programs of introducing new ideas to the people of the lake. From beekeeping to pottery, the projects flow in a never ending stream. Their activities have attracted the attention of the UNDP, the Dutch Government, the German Government, AID and several ministries of the Malawian Government. Some of their most recent efforts are raising rabbits and

ducks and self-help wells and solar ovens construction.

● **Education**—Sixteen Volunteer teachers are now part of development in Malawi. Their subjects range from home economics to French. (Malawi is a leader in Anglophone Africa in trying to develop ties to Francophone Africa in order to integrate the continent.) Teachers are encouraged to develop secondary projects to assist in agriculture and rural industries. John Sherman, Wendy Hislop and Laura Kearns have launched a project using Dutch Government funds to build a farm operation at Nkhata Bay Secondary School to both make the school self sufficient in food and to sell extra produce for the school's book fund. At Mzuzu Secondary School, Bob Devlin used SPA funds to introduce poultry production to the community.

● **Handicapped Services**—The Life President Kamuzu Banda, being a medical doctor, has placed services to the handicapped very high on his national priorities. Peace Corps has five Volunteers working with the Malawi Council of the Handicapped (MACOHA). The services provided by MACOHA include physical therapy, residential care, resettlement and sheltered workshops.



*Andrew Easton shows Country Director Scot Faulkner how a pressure release chamber works. The chamber is an integral part of the gravity flow system for supplying water to rural areas. Easton is in charge of evaluating and maintaining these systems for southern Malawi. A Floridian, he is a graduate of East Carolina University.*



Malawi has a rich history of tribal migrations. This Gule Wamkula dancer draws on folklore and oral traditions which date back some 2,000 years to the earliest settlements on the lake.

Photo—Scot Faulkner

### Malawi Staff

In Malawi, the staff is comprised of a skilled cadre of Host Country Nationals including long time Administrative Officer Ledson Chibambo and Executive Secretary Juliet Ngwira.

Medical services are provided by Joy Neill, who is registered in five countries and Lucy Kachule.

New on the staff is Associate Peace Corps Director for Programming and Training Mike Culp, who has considerable agriculture research experience. Culp will play a vital role in Peace Corps/Malawi's expansion.

Country Director for Malawi is Scot Faulkner, an avid photographer. Before coming to Peace Corps, Faulkner, who holds a master's degree in public administration, was Assistant to the Administrator of the General Services Administration. Prior to that he was executive Assistant to the Administrator of the Department of Education. He has an extensive collection of African art and has traveled in Senegal, Mali, the Ivory Coast, Benin, Togo and Egypt.

Luis del Rio, Director of the Inter-America Region for the past four years, has been named Executive Vice President of the United Schools of America. He is assuming that post in Miami, Fla., this month.

## Holidays in Peace Corps Countries

### April

- 1 Youth Day, Benin
- 1 National Heroes Day, Costa Rica
- 14 Pan American Day
- 19 Republic Day, Sierra Leone
- 20 Victory Day, Togo
- 26 Union Day, Tanzania

### May

- 2 King's Birthday, Lesotho
- 4 Lailat Al Bara'a, Muslim
- 4 Vesakha Puja, Buddhist
- 6 Bataan Day, Philippines
- 10 Mothers Day, Guatemala
- 14 Unification Day, Liberia
- 15 Independence Day, Paraguay
- 20 Ramadan, beginning of the month of fasting, Muslim
- 22 National Heroes Day, Sri Lanka
- 23 Labor Day, Jamaica
- 28 Mothers Day, Central African Republic

### June

- 5 Liberation Day, Seychelles
- 12 Independence Day, Philippines
- 22 Sovereignty Day, Haiti
- 28 Mothers Day, Central African Republic

### July

- 7 National Day, Malawi
- 24 Simon Bolivar's Birthday

### August

- 10 Independence Day, Ecuador
- 12 Queen's Birthday, Thailand
- 13 Womens Day, Tunisia
- 16 Restoration Day, Dominican Republic
- 24 National Flag Day, Liberia
- 29 Heroes Day, Philippines

### September

- 10 National Day, Belize
- 22 Independence Day, Mali
- 24 Anniversary of the Third Republic, Ghana

### October

- 4 Independence Day, Lesotho
- 14 Young Peoples Day, Zaire
- 17 Mothers Day, Malawi
- 23 Chulalongkron's Day, Thailand
- 27 3 Zs Day, Zaire

### November

- 6 Green March Day, Morocco
- 8 Queen's Birthday, Nepal
- 18 Independence Day, Morocco

### December

- 5 National Day, Thailand
- 9 Independence Day, Tanzania
- 11 Independence Day, Burkina Faso
- 18 Republic Day, Niger
- 28 King's Birthday, Nepal

*If any of you are participating in some of the special activities surrounding these events and have black and white photos you would like to share with your fellow volunteers, please send them, with appropriate identification to Peace Corps Times.*

## National Volunteer Week

"Food for the World" is the theme for Peace Corps activities during National Volunteer Week, April 22-28.

A PCV, who is involved in some form of food production, marketing or storage, will be selected from each region to represent all Peace Corps Volunteers and be honored by the President of the United States in a ceremony at the White House on April 23. The honorees will receive a special commendation from the Peace Corps and be the guests of honor at a reception on Capitol Hill.

Volunteers nominated to represent Peace Corps during the week of activities were: Lynn Blaylock, Eastern Caribbean/Barbados; Mark Powell, Ecuador; Roger Allen Tabor, Zaire; Stephen Claubuesch, Solomon Islands/Kiribati; Phil Heilman, Burkina Faso; Carl and Betty Lace, Dominican Republic/Caicos; Phil King, Malawi; Carla Nelson, Ghana; Jeff Spyhalski, Sierra Leone; Thomas Kennedy, Cameroon; Timothy Stuart, Jamaica; Bruce Campbell Burton, Honduras; Betty Peltier, Tonga; Paul Little, Fiji/Tuvalu; George Lebard, Belize; Richard Schuman, The Gambia; Kathy Lynn Gilchrist, Micronesia; Rebecca Rogers, Senegal; Kate Debold, Central African Republic; Hilary Melton, Benin and David Purkey, Mali.

(Mila Brooks from page 3)

later received a master's degree in Latin American studies from the University of Morelos, Cuernavaca, Mexico. She is fluent in Spanish and Portuguese.

In addition to her work in international development, she has been a journalist and radio personality in Kansas and Mexico.

# 25th Anniversary Plans Underway

"Building Tomorrow's Peace Today" is one of the themes being considered for the year-long commemoration of Peace Corps' 25th Anniversary which begins in October. Initial planning is underway for a variety of events, according to Jim Mayer, Executive Director of the 25th Anniversary office. (Mayer was Country Director in the Philippines from 1981 through 1984 and served in the same position in Korea from 1978 to 1981.)

"The official kick-off for the 25th Anniversary will be in early October at the University of Michigan where the idea for a Peace Corps first received national attention," Mayer said.

A foundation has been formed to receive gifts and donations from individuals and corporations to help provide financial support for the events being planned.

A series of symposiums will be held across the country, bringing together host country officials, international development experts and others, to help raise the awareness of Americans about the issues confronting the underdeveloped countries and how organizations such as Peace Corps work toward building long term solutions to very complex problems.

There is also a plan to hold conferences overseas with host government officials and civic leaders to assess the needs of the future and consider what international volunteer organizations can do to respond to these needs.

"We're hopeful that commemorative stamps will be issued by the United States and many of the countries in which Peace Corps Volunteers have had the privilege of serving," Mayer said.

Other items on the agenda include the distribution of a radio series about the Peace Corps and providing a Peace Corps column on development issues for distribution to 11,000 college newspapers in the United States.

Negotiations are in the final stages for a book, a pictorial history of the Peace Corps and its 25 years of people helping people. This will be a quality publication which many Volunteers, former Volunteers and friends of the Peace Corps will want to have. Proceeds from the sale of the book will be used to help underwrite the costs of the 25th Anniversary as well as support Peace Corps Partnership projects.

## Attention Shutterbugs

In conjunction with our 25th Anniversary, Peace Corps is holding a Photo Contest. Winning photos will be on tour in the United States and abroad as part of the Anniversary observance which runs from Oct. 1985 through Sept. 1986.

All entries must be received by Sept. 30, 1985. Judging will be held in November.

There are two categories, color and black and white. You may enter as many as ten photos in each category.

The basic rules are:

Photos must be no smaller than 5" by 7" and no larger than 11" by 14" including mounting, if any.

Negatives must accompany the photos.

No retouching is allowed.

No composition photos (multiple printing or montages) will be accepted.

In the color category—slides may be submitted but must be mounted on cardboard, plastic or metal frames.

Your name, address, date and locale of your photograph must appear on the back of each photo. Also, you must submit a brief biographical

*(continued on page 9)*

# African Food Systems Takes First Steps

The African Food Systems Initiative, brought into the public eye in January and February as Director Loret Miller Ruppe was featured in national and regional media, is one step further along the road to reality, as Peace Corps welcomed the first program assessment team back from Mali in late February.

The team of consultants—John Eriksen, Tia Rudd, Jonathan Otto and Mark Walker—returned from their four-week assessment trip to report that while the AFSI must be tailored to the specific conditions of each country, the basic concept of concentrating multi-skilled Volunteer teams in a limited geographic area for several years is a valid one. Building on this solid premise, the assessment team outlined three possible AFSI options in Mali, utilizing up to a total of 49 Volunteers.

The team members reported that they received an extremely positive reception from the Peace Corps/Mali

staff, Volunteers, AID, private voluntary organizations and Malian government. They based their report on these contacts and their observations of the major constraints facing the food systems of Mali. Recommended Peace Corps AFSI options included placement of PCVs in: Village Associations in the Operation Haute Vallée zone, near the capital city of Bamako; agricultural diversification in the Operation Riz-Ségou zone on the Niger River between Bamako and Timbuktu; and, irrigated agriculture in the northern region of Diré.

In the next months, headquarters staff will work with Peace Corps/Mali to evaluate these recommendations and develop a specific program design plan. The first Volunteers under the Initiative are expected to enter training in mid-1986.

Meanwhile, a second assessment team left Washington on February 28th to conduct a similar analysis in Zaïre. The team is scheduled to re-

turn to Washington with their recommendations on April 19th.

Following her briefing with the Mali assessment team, Peace Corps Director Loret Ruppe commented, "The team's findings confirm our underlying premise that Peace Corps can build upon the tremendous achievements of the Volunteers and staff over the past 24 years to respond in an even more dynamic way to the challenges posed by Africa's food crisis. The question is no longer one of 'should we or shouldn't we,' but rather of what needs to be done to meet our potential to provide a significant contribution towards addressing the long-term issues behind the crisis. The dimensions of the challenge were indeed sobering, but the promise offered in the Mali team's report is equal to the task."

Mali is among the three African countries visited by Loret Ruppe as part of the Vice President's tour of Africa's drought zone.

*Pat Seaman*



# Success Story in Belize

Many times it is difficult, frequently impossible, to measure the success of a Peace Corps project. Often, the results cannot be assessed until many years after a Volunteer returns to the United States. For some programs, as in good will, there has never been a tangible yardstick.

It is helpful when a project comes along which can be measured. It can help answer the question, "What exactly do Peace Corps Volunteers do?" It is also inspiring to show that projects are ongoing—what one Volunteer begins, another can see to fruition.

One project which comes to mind when looking for "tangibles" is the Cayo Businessmen Organization (CBO) in Belize. The project was initiated by PCV Hal Lovett and completed by his successor, Vicki Hosier Cash, who has provided the following story. (All figures are in Belize dollars which are equal to \$.50US.)

"The Cayo Businessmen Organization was organized by an active group of business people who were intent on promoting and protecting the interest of business in the Cayo District. Quoting from their constitution, they wanted to encourage development of local enterprise . . . consistent with the overall development of Belize. PCV Hal Lovett helped them obtain a Peace Corps/AID Small Projects Assistance grant of \$20,000 to establish a revolving loan fund. The CBO matched this grant with \$2,000. Over a period of one year, they made 25 loans from \$32,550 to business people who were unable to borrow from other sources.



*Loan recipient Alberto Montero demonstrates a new power saw in his cabinet shop in San Ignacio.*

The CBO loan committee consisted of nine local business people and one PCV. They included: Godsmen Ellis, president; Daniel Silva, vice president; Eddie Luna, treasurer; Enrique de Paz, secretary; Carlos Habet; Tony Mahmud; Eulogio Cano; Hipolito Novelo and Harrison.

The committee took loan applications, reviewed applications, handled all accounting, provided technical assistance and occasionally boosted collection efforts. They did this with energy and vision, without pay and should be given the bulk of the credit for the success of this program.

The CBO's loans were made to a variety of projects; 3 restaurants and bars, 9 for crafts and manufacturing, 4 for repair shops, 8 to grocers and sweet shops and 1 preschool. The monies were used for construction, equipment and stock.

Many individuals have repaid their loans earlier than scheduled and most are making timely payments. At the end of the first year, \$5,000 had been repaid and the funds were made available for new loans."

According to PCV Cash, "the fact that community leaders served on the loan committee was crucial to the success of the revolving loan fund. They knew the people they served and understood the business conditions of Cayo District."

*Peace Corps fields about 105 Volunteers in Belize, an English speaking country in the Inter-America Region. Country Co-directors are John and Joan Lovingood.*

*Dixie Dodd*

*(Shutterbugs from page 8)*

sketch (not to exceed one page, double-spaced) that includes dates and country of service in Peace Corps.

All entries become property of the Peace Corps and will be used as deemed appropriate.

All current and returned Peace Corps Volunteers are eligible to enter the contest.

Entries should be sent to the following address:

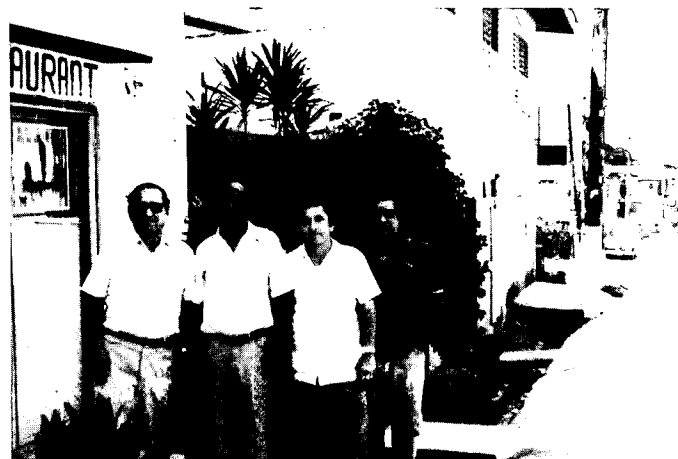
Peace Corps Photo Contest  
25th Anniversary Office  
M-1105

Washington, D.C. 20526

Remember: Deadline for arrival in Washington, D.C. is Sept. 30. Several nice prizes will be awarded.



*Mrs. Golda Rosado (standing right) constructed this building for her preschool with assistance from the CBO, her own funds and a local bank. The preschool for 40 children, is located in San Ignacio.*



*CBO members (left to right) Eddie Luna, Godsmen Ellis, Carlos Habet and Tony Mahmud in San Ignacio.*

*Photos—Peace Corps/Belize*

# Women in Development

An article in the February 11th issue of *TIME* Magazine described the work of a Volunteer in Kenya who had worked himself out of a job. The Volunteer had spent the last two years helping organize the Kenya Women's Finance Trust. The work of this Volunteer represents yet another of Peace Corps' thrusts in development assistance—Women In Development, more commonly known as WID.



**Barbara Denman**  
**WID Coordinator**

WID is the name given to a development philosophy—the philosophy that women can and should be a part of development in their communities. Statistics show that women tend to be the poorest, least healthy, least educated members of their communities. Yet in many cultures they have traditionally been responsible for the economic support, health and education of their families. Well-meaning development strategies have often failed because the roles and needs of women were not taken into account. An irrigation project which increased available farm land actually led to increased malnutrition in children when women, busy weeding the new farms, traditionally a woman's task, were no longer able to maintain kitchen gardens. A village well was sabotaged by women whose only chance to socialize had been the miles-long walk to a river.

Peace Corps' commitment to the idea that women must be taken into account in development planning was formalized in 1978 through an amendment to the Peace Corps Act. The agency's continued interest in WID was reconfirmed recently with the naming of a new WID coordinator, Barbara R. Denman, returned Peace Corps Volunteer/Morocco. "WID is an area of concern ideally suited to Peace Corps' approach because the agency has always emphasized working with and through individuals" says Denman. "Volunteers are in a unique position to make a positive impact in this vital area."

Denman explains that awareness of and attention to women's roles is an essential part of Peace Corps pro-

gramming and training in all sector areas—agriculture, forestry, fisheries, community development, etc. The Information Collection and Exchange's revised development training materials include awareness-building exercises in the roles of women in their communities. "Concentrating on women's needs is often," Denman adds, "the best way to ensure that the needs of children and older people are also being met."

Denman, who was a secondary TEFL teacher in a small town in central Morocco, participates in all overseas staff training cycles. "Creative, culturally-sensitive programming is necessary if women are to be included in the development process," she says. Therefore it is imperative that all APCDs and Country Directors have the opportunity to learn how Peace Corps' programming can reflect and

support the agency's commitment to Women In Development.

Right now, Denman is concentrating much of her effort on Peace Corps' participation in the Third UN Decade for Women Conference to take place in Nairobi, Kenya in July of this year. One of the major themes of the conference, expected to attract between 8,000 and 10,000 people from around the world, is rural women in development, and Denman is coordinating Peace Corps efforts to be well-represented at this important event.

With her goals firmly set for the coming year, Denman is very excited about her new job. She has been the WID coordinator since December. "Working with women and development combines a number of areas of interest for me," she says, "community-level development, women's issues—and the belief that Peace Corps really can make a difference in people's lives."

## Director Dedicates Project

The final 43 units of low-income housing in a bold pilot project in Costa Rica were dedicated Feb. 15 by Peace Corps Director Loret Miller Ruppe and Costa Rica's President Luis Alberto Monge. The houses were built by low-income rural residents under the supervision of Peace Corps Volunteers acting as civil engineers and community organizers. This project is the result of a collaboration between Peace Corps, the U.S. Agency for International Development, and the Costa Rican National Institute of Housing and Urban Planning.

"This project is the result of Peace Corps' technical knowhow, USAID's financial backing, and the materials, labor and motivation of the host country people," Director Ruppe said. "We are extremely proud to unveil this vitally-needed housing project as the first of many more needed in Costa Rica. The key, however, is that Peace Corps is simply the catalyst between the sources of funds and materials, and the Costa Rican people themselves, who are the backbone of the project."

"Not only do they build themselves homes, they are also gaining useful and marketable skills so they may remain in their own communities," Mrs. Ruppe added. "I have seen the pride of self-development in the new resi-

dents of Santa Cruz, and am pleased that Peace Corps is able to help others realize their dreams."

This self-help housing project, like all Peace Corps efforts, focuses on assisting the poorer people in the community. Historically, there is an extreme shortage of affordable housing for Costa Rica's rural citizens. Rural residents migrating to the cities face equally critical housing problems; Peace Corps works at the village level to allow rural people to remain in their own communities where they can retain their traditional family and social structures and broaden their means of making a living.

In this case, potential residents provided their own labor and utilized community and government agency resources to build modest homes. USAID provided \$300,000 in start-up funds for a pilot project, which has proved to be highly successful; 270 homes have been built. The project is located in the village of Santa Cruz, in the northwestern area of Costa Rica.

About 20 Volunteers have been involved with the housing project since it began in 1983. Currently, 142 Volunteers and trainees are serving in agriculture, agroforestry, conservation, housing and marketing projects in Costa Rica.

*Pat Seaman*

# Special Education in Marrakech

*This article was written by Anne Bishop and Bill Burns, PCVs in Marrakech, Morocco. Bishop, a resident of Maryland, graduated from Pomona College and previously served as a TEFL Volunteer in Morocco before this assignment. Burns, a native of New York state, received his degree in special education from Seattle University.*

For special education to take root in any culture, attitudes must change and public awareness must increase. These are lofty goals to be sure. One need only look at the United States to see that years and years of unrelenting effort went into the process of shifting attitudes towards the disabled and establishing a solid public base from which educational opportunities could arise. This process, of course, is on-going, so to think that in a country like Morocco, though more developed than many emerging nations, we can effect changes in a matter of years is illusory. We must be enormously patient and understand that the ideals which fuel our efforts and enthusiasm now may not be realized for many years to come. Undoubtedly, many Volunteers throughout the world face these same frustrations and challenges—whatever their endeavors may be. But they must also feel, as we do, that keeping these thoughts in mind on a day to day basis is often nearly impossible.

Last September, we started a small school for children with cerebral palsy in a hospital in Marrakech. It is the first program of its kind in Morocco. The idea for such a school was originally conceived by Dr. Karim Kabbaj, medicine chief of the hospital, and PCV, Karen Burgess, a physical therapist. Together, they planned a summer "camp" for children with cerebral palsy and Peace Corps provided two Volunteers.

The present program is an outgrowth of that experiment, and we now work with about twenty-five children a week ranging in age from eighteen months to fourteen years. Some of our students are mentally "normal" but need assistance with their physical development; others are severely mentally retarded and totally dependent on others.

Compared to many development projects, ours is particularly abstract; the results of our efforts are less tangible than most, and our work is never really finished. Progress is not measured by the number of wells dug, crops harvested, trees planted, etc., but rather by a child's ability to lift an arm that much higher, maintain eye contact that much longer, respond to sights and sounds that much better.

Working with disabled children and their families is often frustrating. Many people have come to us looking for "cures" and "miracles" that we, as



*Bill Burns helps a child to stand.*

Westerners are supposedly able to provide. Eventually some begin to realize the limits of our abilities, yet they remain supportive and realistically hopeful. These are the people with whom we have been able to work most effectively. Their dedication and willingness to do their part inspire us and rejuvenate our sometimes sagging souls. One mother faithfully brings her son to us and rarely misses her scheduled time. Over the past seven months, her enthusiasm has grown as her son has begun to respond to our efforts. Another one of our students has begun standing and walking with assistance, and we hope she will soon be walking on her own. It is difficult to relay the feelings of wonder and satisfaction that our work gives us. Suffice it to say that being around children when they begin to realize their potential is one of the most exciting experiences one can have. In a sense we are pioneering, opening doors to new possibilities that otherwise would have been closed to many of our students.

It is not difficult to understand why, until recently, few educational opportunities existed for Morocco's disabled. Traditionally, education in Morocco has been a community affair. Parents, neighbors, relatives, religious leaders and teachers all take part in educating a child. Moroccans feel responsibility towards their handicapped citizens, for inherent in the Islamic religion is the belief that every Muslim must be "charitable" to

*(continued on page 12)*



*Bill Burns (left) and Anne Bishop (second from right) with their students at a Marrakech hospital.*

Sunny Greetings to the Staff,

In the recent issue of *Peace Corps Times*, an article piqued my interest. The article entitled "Peace Corps and United Nations Volunteers/Partners in Development" was informative; however it failed to state an address to which applications should be made.

The Volunteers of St. Lucia would appreciate very much if you would forward this information, as well as brochures and pertinent literature to the following address:

Penelope Watt  
Box 123

Castries, St. Lucia, WI

We all enjoyed the focus on Haiti.

Dear Penelope,

Inquiries about the United Nations Volunteers should be mailed to:

Paul Knepp  
International Operations/UNV  
Peace Corps  
Washington, D.C. 20526

Your letter has been forwarded and you should be receiving the material soon if you haven't already.

The Editor

Dear *Peace Corps Times*, Volunteers and RPCVs.

The Maryland and Washington, D.C. Returned Peace Corps and VISTA Volunteers are publishing a Peace Corps Cook Book. It will contain Third World foods with original recipes and American variations. Included will be: entrees, appetizers, soups, salads, pastries, beverages and desserts.

We need your help! Please send your favorite recipe from the country you served. Be sure to provide complete cooking procedures and information and be careful on hard-to-find ingredients in the States.

Include with your recipes—your name, country and years served, name of dish (with English translation if possible) and indicate if your recipe is a main course, dessert, etc.

In the event there are several Volunteers who send identical recipes, the first received will be used.

We hope to have an attractive, hard-bound volume available in time for the Peace Corps' 25th Anniversary.

## Personnel/Personal Notes

Linda Rae Gregory has been appointed to the position of Associate Director for Management. For the past year, she has served Peace Corps as the Country Director for Benin.

Gregory came to Peace Corps from the Dept. of Energy, where she has been Director of Policy and Management for and Special Assistant to the Assistant Secretary for Conservation and Renewable Energy.

She has also been a budget analyst for the Army and worked for the Defense Subcommittee of the House of Representatives Appropriations Committee.

\* \* \*

Chase Manhattan Bank officer Marcia Nauckhoff is the new Director of Private Sector Development. She replaces Alice Burnette who has returned to her post at Howard University in Washington, D.C.

At Chase, Nauckhoff served as Second Vice President and Corporate Responsibility Officer managing contributions for grants through the Chase Manhattan International Foundation.

She previously directed the Foreign Investment Development program of the Governor's Council on International Business for the State of New York and was Deputy Commissioner of the New York City Commission for the United Nations and Consular Corps.

\* \* \*

Deborah Presle Charlton has joined the staff of International Operations as Special Assistant for Executive Personnel.

A member of the Cherokee Nation, Charlton was Director of Operations for the Ethnic Voters Division, as well as the Executive Director of American Indians for Reagan-Bush '84. Prior to those positions, she was Deputy National Field Director for Citizens for America.

Charlton has served as legislative aide to Congressman John Paul Hammerschmidt of Arkansas and was in the Air Force. She is a graduate of

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Please submit your recipes by June 1, 1985 to: Joan Whitney, % PCV Cook Book, 234 Park Avenue, Takoma Park, MD 20912 USA.

We're looking forward to hearing from you.

Joan Whitney  
RPCV Costa Rica, 1980-82

Northeastern State University of Oklahoma and attended Tulsa University Law School.

\* \* \*

Kathie Judge is the new education specialist in the Office of Training and Program Support. She was formerly a technical information specialist in OTAPS' Information Collection and Exchange office.

A graduate of Loyola University in Chicago, she holds a master's degree in education from the University of Georgia.

Judge was a Volunteer in the Philippines and has ten years of experience in teaching in multicultural settings.

\* \* \*

Paul Knepp has been named Coordinator of the United Nations Volunteers program. He has been with that office since coming to Peace Corps in June of 1983 and has been Acting Coordinator since October.

Knepp graduated from Wake Forest University and received a master's degree in international business administration from George Washington University. Prior to Peace Corps, he was affiliated with the Folger Shakespeare Library.

(Special Education from page 11)

those less fortunate. Yet is it precisely this attitude of caring for the disabled out of charity, rather than out of a sense of maximizing their potential as human beings, that hinders our efforts.

The parents' feelings, in particular, towards their handicapped children are often based on everything from superstition, fear, and the belief in Providence, to the hope that someday, through a divine miracle, their children will become "normal."

Clearly, in order to establish a favorable rapport with the parents, we must be understanding in regard to their beliefs and cautious as to how we dispel certain fallacies.

Despite the many challenges that face us, our school continues to grow. We were tenuous at first, uncertain whether or not a program such as ours could survive. Now we look to the future with hope, hope that our enthusiasm will be transferred to the Moroccans who will eventually take over, as well as hope that the patience that we and the families need to carry on this endeavor is forever abundant.

# ICE ALMANAC

March/April 1985

From The Field

## Cookstoves/Mali

*PCV Ruth Urban has been assisting in the dissemination of simple wood-conserving cookstoves in Segou, Mali in association with the women of the Segou chapter of "L'Union Locale des Femmes du Mali" (U.L.F.M.) Her account of the project first appeared in Approvecho Institute's **Cookstove News** in October 1984. It is reprinted here by permission.*

*Illustrations and building instructions are taken from a draft booklet on Mali woodstoves produced by PCVs working in the dissemination program. Drawings are by PCV Deborah Hollis.*

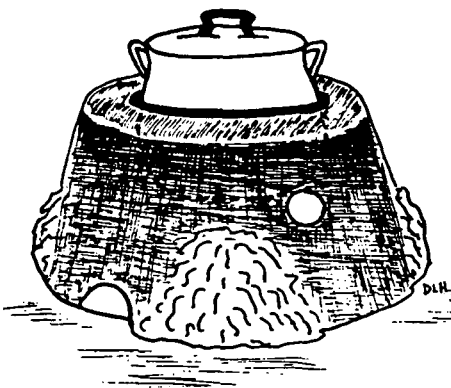
### Women Building Stoves for Women

From the beginning, the women of the U.L.F.M. of Segou expressed the desire to have women build their own stoves. They also felt very strongly that people should not be trained to build stoves professionally. That approach had been tried in Segou; the women felt that the prices charged were too high and that there was a lack of followup.

Initially, I found considerable resistance among women to working with the mud and sand mixture often used to build simple stoves. Working with mud is traditionally men's work in this culture. I also found women's daily schedules to be quite full. Many women were unwilling or unable to spend a lot of time learning to build stoves. Because of these problems, I began to work with unemployed or semi-employed young men. The men had plenty of free time, and were often accustomed to doing mud construction work. I discovered, however, that their motivation to repair the stoves once built, and to build new stoves was generally very low. Often, too, they were unable to do further work because of other commitments or because they had left the household.

For these reasons, I now insist that the majority of any training group be women. A few very enthusiastic

women have shown other women that they can, indeed, work with mud, and the choice of a very simple stove model has shortened the training sessions, allowing many women to arrange their household tasks in order to attend. Finally, I have been able to rely very heavily on the neighborhood U.L.F.M. groups to organize women for training sessions. I am preparing these structures to take over my work when I leave.



### A Simple Model

I feel that a very crucial element of the success I am beginning to find in teaching women to build their own stoves was the choice of a very simple stove model. I am teaching people to build one-pot stoves from a sand and mud mixture. Because the preparation of some local dishes requires that cooking pots be very securely supported, the traditional three pot-supporting rocks are left in place and the circular walls of the improved stove are built around and on top of them. A 1 cm gap is carved between the widest part of the pot and the stove walls, which extend almost to the pot lip. The smoke leaves through this gap. An arch-shaped door is carved between two of the rocks to allow wood to be added. We try to build, in each household, at least one stove for each regularly used pot, as these stoves should only be used with the pots for which they were designed.

I have found this stove to have several advantages over more complicated stoves with chimneys, often designed to be used with several cooking pots at a time. One-pot stoves are very easy and fast to build. Given four to six trainees, we have found we can build up to five stoves in a morning. Some of the trainees are able to immediately build their own stoves. The stoves are inexpensive as no cement or metal is used.

The women tell me they like the stove because it saves wood, reduces the amount of heat and smoke they are exposed to, holds the pots very firmly, and reduces cooking time considerably. The stove requires very little adaptation by the women as the cooking techniques for the stove and for the traditional three-rock fire are almost identical. I have not been able to do quantitative tests; but the savings in wood is noticed and often remarked upon by the women who use the stoves and by the men who buy the wood. Finally, none of the some 25 families for which we have built stoves have abandoned them.

### A Few Problems

While I am pleased to have facilitated the dissemination of woodstoves in Segou, I do see a few problems. As smoke is not completely evacuated from the kitchen, its health hazards are not eliminated. The mud and sand stove needs constant upkeep, as does any mud structure. Finally, the stove is not portable, making it unsuitable for families who rent housing. The introduction of lightweight, portable stoves in addition to mud and sand stoves seems desirable.

### Training Tips

When I supervise a training session now, I try to invite one or more people who have participated in previous training sessions. I ask these people to explain and demonstrate construction techniques to the trainees. I have

*(continued on page 14)*

## Features

(continued from page 13)

found that asking someone else to teach has several advantages: the trainer serves as a role model (especially important for showing women that they can do this kind of work), language difficulties are avoided, the trainer's own skills are reinforced, and the groundwork is being laid for woodstove dissemination to continue after my departure. I have found, however, that I need to be attentive when an inexperienced trainer is leading a session. Many beginning

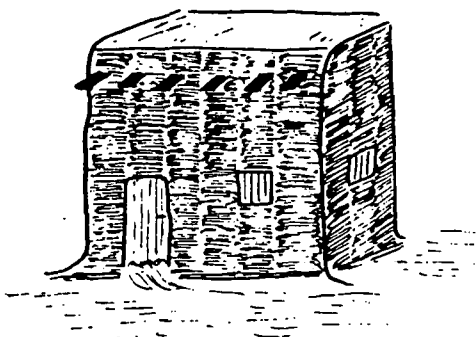
trainers need to be asked leading questions and need to be reminded to let the trainees do most of the work.

When I first began teaching people to build stoves, I took along a trowel and a ruler. I stopped that practice when I was told by someone I had trained that he could not build a stove because he did not have those tools! I have found that all of the necessary equipment—buckets, spoons, knives and a hoe or a shovel—can be found in almost any household. Measurements can be made with parts of the body.

## Building Instructions: One-Pot, Chimneyless, Improved Woodstove

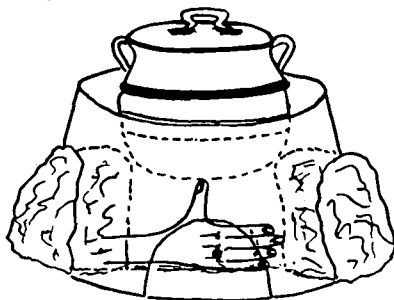
*Based on Peace Corps/Mali Volunteers' experiences, and information from other improved woodstove testing and dissemination programs, the following instructions for building a one-pot, chimneyless stove have been drawn up. (As these illustrations and explanations in this format have not been field-tested, comments and criticisms would be appreciated.)*

Mud used locally for other building purposes usually works well for stoves. Stabilizing materials (sand, vegetable matter or manure) often must be added to avoid excessive cracking. Mix mud well at least one day before building the stove. If mud is too wet, the finished stove will sag and may crack in drying.



Have the cook set the pot on three rocks, ensuring enough distance (normally 12–15 cm. or the width of one hand with the thumb extended) under the pot for a good fire. If the pot is too low, the fire will die, if too high, the pot will not receive maximum heat. Wet the rocks and surrounding area.

Build a mud wall around the pot, enclosing it up to the handles. The walls should be approximately 10 cm thick (one hand's width). The mass of the stove should be minimized to prevent heat loss, but if walls are too thin, the stove will not be strong. Remove pot by twisting and lifting simultaneously. Leave stove until it is dry enough to hold its form while cutting.

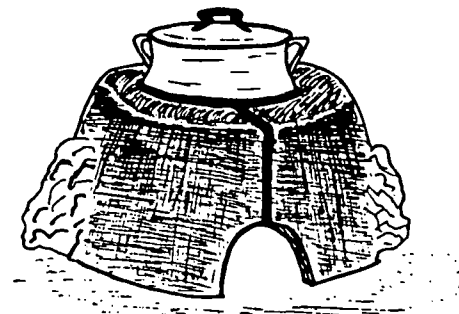


Enlarge the pot hole with a knife to leave a space of 8 mm (the width of a Bic pen) all around the pot. If this space is too small, smoke will not escape and the fire will not burn well. If too big, heat will not be forced against the pot and the stove will not be efficient.

Cut an arched door in the front of the stove approximately 15 cm high and wide (the width of a hand with thumb extended). If the door is too big, too much heat will escape, but the door needs to be big enough to allow two or three pieces of wood to be put into the stove.

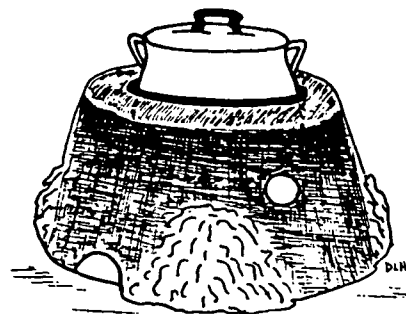
A vertical slit can be cut above the door approximately 1 cm (one finger's width) wide. This allows the cook to see the fire and may prevent a crack from forming over the door.

*Woodstove projects are also ongoing in other Peace Corps countries. More information on the use of traditional and improved stoves, such as the metal stoves being designed in Burkina Faso and Benin, is needed by Volunteers interested in such projects.*



Air holes may need to be cut to allow more air to reach the fire. One hole can be cut at ground level and another at the level of the bottom of the pot.

To make the stove more durable and attractive, a protective coating can be applied using a local plastering material.



The stove can be used once it is thoroughly dry (usually four to seven days).

Like other mud structures, the stove will need regular maintenance. Widen any cracks with a knife, moisten the area with water, and fill with mud. A new protective coating each month will help ensure a long life for the stove.

*Volunteers are invited to exchange information about their stove projects with ICE. Please include project descriptions, designs, efficiency ratings, etc. so that other Volunteers may draw from your experience.*

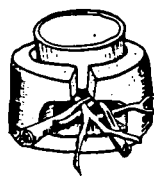
## TRADITIONAL COOKSTOVES



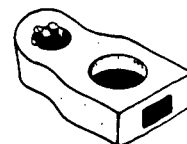
*Three Stone Open Fire*



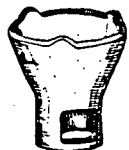
*Traditional Clay/Dung Doka  
and Metal Doka*



*Louga Stove*



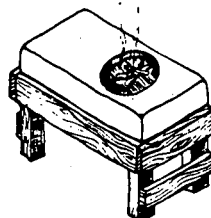
*Traditional Java Stove*



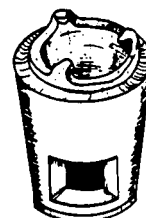
*Traditional Ceramic Stove*



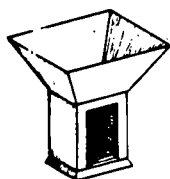
*Traditional Somalia  
Ceramic Utility Cooker*



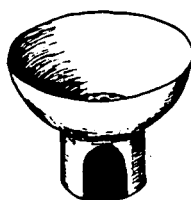
*Latin American Bucket Stove*



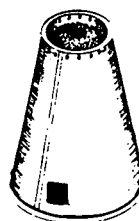
*Traditional Bucket Stove*



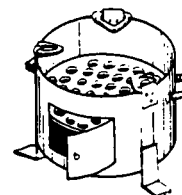
*Feu Malagache Stove*



*Feu Malagache Stove*

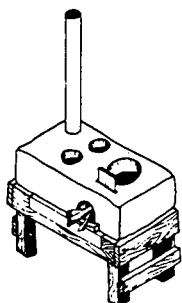


*Crop Residue Stove*

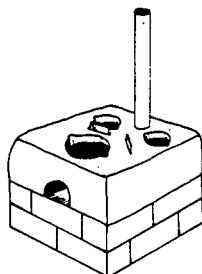


*Traditional Metal Jiko*

## IMPROVED COOKSTOVES



*Improved Latin American  
Hearth Stoves*



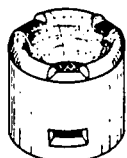
*Improved Lorena Stove*



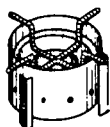
*Improved Coiled Ceramic Jiko*



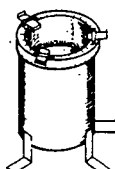
*Three Piece Ceramic Stove*



*Samoan Portable Stove*



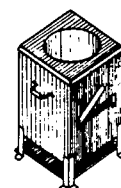
*Concentric Ring Stove*



*Improved Metal Jiko*



*Venturi Stove*



*Double Wall Stove*



# Peace Corps Education: New Support for an Old Program

Since 1961 almost five million students in developing countries around the world have been taught by Peace Corps Volunteers. More Volunteers have served in education programs than in any other single program area. Even during the late 1970s when the Peace Corps focused its programming on meeting the basic human needs of the poorest of the poor, the number of Volunteers in education programs remained higher than in any other single program.

Peter Kresge, Director of the Program Support Division of the Office of Training and Program Support (OTAPS) says simply, "Education is the Peace Corps' bread and butter. Educational programs have always been popular with the host countries, who are quite proud of what they are doing to educate their people."

In recognition of the complex relationship between education and development and of the staying power of its programs in education, the Peace Corps has recently established an Education Sector within OTAPS. Like OTAPS sector staff in such areas as agriculture, health and fisheries, the Education Sector Specialists will provide vital technical support for programming and training activities in education worldwide. Education Sector Specialists Kathie Judge and John Guevin and Education Sector Assistant Beryl Bucher, are all Returned Peace Corps Volunteers (RPCVs) with backgrounds in education. John Guevin, who was a Volunteer in Morocco, has a Master's Degree from Harvard University in International Education. He brings to his new position experience in training Volunteers and in managing education programs in several developing countries. Guevin's goal is "to put education on the map as a viable and alive Peace Corps program, just as important as health or forestry." He will have overall responsibility for Teaching English as a Foreign Language (TEFL), teacher training, university education, adult nonformal education and literacy and educational activities under the Initiative for Central America (IFCA).

Kathie Judge, RPCV/Philippines, holds a Master's Degree in Educational Psychology from the University of Georgia. For ten years she has managed teacher training seminars and taught in inner-city schools having multi-cultural populations. Judge brings to this desk extensive training in learning theory. Says Judge, "I want to play a role in making Volunteers aware of the complexities involved in the transfer of knowledge and how to manage this process successfully." Judge will be responsible for math and science, special education, primary and pre-school training, physical education and vocational education programs.

Beryl Bucher has a Bachelor's Degree in Computational Mathematics from Tufts University. As a Volunteer she taught math and science in Sierra Leone, where she also conducted teacher training seminars and organized several secondary projects.



*Staff members in the newly formed Education Sector in the Office of Training and Program Support (OTAPS) are, from left to right: John Guevin and Kathie Judge—Sector Specialists; Beryl Bucher—Sector Assistant.*

## Meeting Sector Needs

The size of the current education program is impressive. About 1,300 Volunteers work in ten different kinds of education projects in over 40 countries. The largest single program is for secondary schools where the most commonly taught subject is English as a Foreign Language (EFL) closely followed by math and science.

To meet the diverse needs of the Peace Corps education program, the Sector has established these goals:

- to provide overall direction in educational programming and training;
- to improve the Volunteer's ability to teach effectively in formal and nonformal settings;
- to monitor training sessions for education Volunteers;
- to cooperate with international development organizations to increase resources;
- to help provide support materials for Volunteers and incountry Peace Corps staff.

To address the complex programming and training needs of Volunteers in education, both Judge and Guevin plan to be directly involved in training sessions this spring. Kathie Judge will manage two stateside training programs for math and science Volunteers: one for a group of 48 Volunteers on their way to Ghana and The Gambia; the other for 24 teachers slated for Tanzania. She will also assist in redesigning the education program in Botswana, where the Education Sector will hold an in-service

workshop for Volunteers and their host country counterparts in teacher training.

In April, John Guevin will conduct a three-day workshop for EFL Volunteers in Burkina Faso (formerly Upper Volta). The first formal in-service training for education held in that country in almost three years, this training session will be comprised of practice teaching and demonstration



lessons, interspersed with critiques and discussions.

## Providing Information

As one Volunteer teacher wrote from Morocco "... surely there is an incredible amount of information which could be collected and exchanged about such varied projects as vocational education, special education, English teaching and the difficulties of instructing chemistry in the jungle or physics in the Himalayas." In response, the Education Sector will be working closely with ICE to collect and disseminate more information about education programs in the Peace Corps and to provide more technical support materials for Volunteers. A cable has been sent to Peace Corps operations around the world soliciting guidelines, curricula and project reports to build up the ICE Resource Center's education files. These materials from one country can be available for sharing with other countries with education programs.

These materials and the experience gained in the planned education training programs will also serve as the basis of new training manuals and technical materials to support education projects in the field. Two new ICE manuals have recently been produced in the area of education—*Peace Corps Literacy Handbook* and *Science Teacher's Handbook*. Guevin and Judge hope to add to the list in the future. One project under discussion, for example, is a manual to help PCV teachers plan and implement secondary projects.

As evidence has continued to accumulate about the importance of education in development, the Peace Corps has become increasingly committed to fully utilizing the educational potential of all its programs. Thus nonformal education is being encouraged and developed by the Education Sector. Guevin hopes to "... work closely with all other sectors in OTAPS to integrate an appropriate educational component into all Peace Corps training programs. I hope these training modules will become an important and integral part of the training all Volunteers receive, regardless of their program area."

Guevin argues further that since learning is a fundamental part of development and sharing knowledge is a fundamental part of learning, education may well be the most basic of all development tools.

## Education After COS

What lies ahead for the Peace Corps Volunteers who have completed their service in education? "Plenty," says Kathie Judge. "Universities are very interested in their training. Teachers College, Columbia University, for example, provides an opportunity for RPCVs who taught

math and science to participate in a Fellows Program leading to a Master's Degree in Teaching. Several other universities also make financial assistance available." Judge stresses that boards of education, businesses and international development organizations all recognize the contributions of education Volunteers and often seek to hire them on a priority basis.

## Education in the Field

*The education community that Kathie Judge and John Guevin serve is as diverse as it is far-flung.*

- In Lesotho, a land-locked country in the southern part of Africa, 35 Peace Corps Volunteers teach math and science in secondary schools. Based on the British model, these schools prepare students to take an all-important school-leaving exam. Success in math and science for these students is vital to the country's efforts to create a large pool of educated manpower and plays a crucial role in the students' personal futures. Volunteer teachers in Lesotho bear a responsibility to guide each student toward that goal. For this, they need solid academic and professional training and sustained support.

One of Kathie Judge's special interests, solving educational problems creatively, has particular value in this context. According to Jim Lassiter, Desk Officer for Lesotho, this is a crucial skill. Even those Volunteers teaching in established schools face situations every day that call for imaginative improvising. "It's not at all uncommon to be giving a lesson on pulleys to a class of 43 eager physics students only to find that six of the nine pulleys are broken," says Lassiter. "We need to get our Volunteers ready for that kind of challenge."

- Fifteen thousand miles from Lesotho, Volunteers in Honduras supervise teachers who conduct literacy classes by candlelight. Their students are

farmers whose daylight hours are spent in the fields. For these teachers and their supervisors, success depends on their ability to keep motivation high so their adult students will stay in their program.

- The thirteen Volunteers teaching English for Special Purposes (ESP) in Morocco share concerns similar to those of their counterparts in both Lesotho and Honduras. ESP, a relative newcomer to the field of English-teaching, stresses learning only the English required to carry out a specific set of tasks—bank employees, for example, study the vocabulary and the situations they will encounter in the bank. The students in these classes are, or soon will be, working adults. The Volunteer not only has to handle the special learning demands of adults, but also must develop a curriculum to meet their precise language learning goals. According to Chris Pelton, Desk Officer for Morocco, the learners are a diverse crowd, ranging from employees of marine fisheries and the tourist bureau, to air-traffic controllers and meteorologists.
- In Kenya, the Peace Corps works in village educational programs teaching young people technical skills; in Tonga, Volunteers are training novice teachers who are placed in schools because of an acute teacher shortage; in Ecuador, it operates learning centers for the physically handicapped. All of these Volunteers make up the incredibly diverse PC education program.

# New Initiative Focuses On Central America

Peace Corps operations in Belize, Costa Rica, Guatemala and Honduras will soon be getting a boost from a new agency program for Central America. The Initiative for Central America (IFCA) is the Peace Corps' response to the Central American Democracy, Peace and Development Initiative Act of 1984, an act of Congress which grew out of the recommendations of the Kissinger Commission.

The purpose of the Initiative is to "... increase the participation of the Peace Corps in the area during the five-year period from 1985 through 1989." Although program priorities will be based on the needs of individual countries, IFCA will place special emphasis on programs in:

- Self-help rural housing
- Health and nutrition
- Small enterprise development
- Teacher Corps/education
- Literacy, especially functional/specific literacy

The responsibility for coordinating the implementation of the Initiative lies with the office for Inter-American Operations. IFCA coordinator Pat York will work with host-country governments, Peace Corps Desk Officers, and Peace Corps country staff to:

- identify specific areas in each country that would benefit from increased Peace Corps activity;
- assist in developing new programs that could be effectively established in each of these countries;
- provide leadership in obtaining support for IFCA activities from various sources within the region, other agencies of the United States government and private volunteer organizations (PVOs).

York points out that the form IFCA assistance will take will depend largely on needs defined by the individual countries. "Each of the implementation areas will be organized differently in different countries, depending on several factors, but most significantly on the input of the host country government in identifying the role it wants the Peace Corps to have."

In that spirit, a needs assessment team was assembled by the Peace Corps and charged with carrying out an in-depth study of each of the four IFCA countries. From this study, specific recommendations for implementing the Initiative in each country could be made. The team, headed by Pat York, consisted also of John Guevin and Linda Spink of the Peace Corps' Office of Training and Program Support (OTAPS), along with Joel Gomez and Martha Burns of the consulting firm Creative Associates. This group spent a total of two months—two weeks in each of the four countries—talking with members of host country governments, Peace Corps country staff, Volunteers, and beneficiaries of Peace Corps programs. The findings verified that the areas identified by the Initiative were in fact priorities in those countries.

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*Education "transmits from one generation to the next the accumulated wisdom and knowledge of the society."*

—Dr. Julius K. Nyerere

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According to York, the funds made available through IFCA provide "... additional resources, both human and financial, for economic and social programs." In other words, "through IFCA the Peace Corps will do more of what we do well: work with appropriate authorities to identify needs, and meet those needs by designing programs and recruiting and training Volunteers."

With the funds from IFCA, the Peace Corps will be able to respond to requests by host country governments for more Volunteers and additional programs, requests that it has previously been unable to meet because of scarce resources. The number of Volunteers within the region will be increased at a target rate of 375 a year. They will be distributed according to the requests by each country and in consideration of the country's ability to absorb them. By the end of the Initiative, it is hoped that 1500 additional Volunteers will have served in Central America. York stresses that these Volunteers will be

phased in gradually so as to cause no disruption or sudden alteration in the Peace Corps' presence in the region.

The first ten Volunteers recruited under the Initiative are already at work in Costa Rican vocational educational programs "... assisting students and teachers to set up in-school cooperatives that will produce goods that are needed and marketable in their communities and surrounding areas."

The increased Peace Corps activity will be felt in all areas of development, but a common element will be a renewed focus on the role of education, both formal and nonformal:

—More Peace Corps Volunteers will be involved in teacher training and teacher support at all levels of formal education, as well as in less formal literacy efforts.

—Some Volunteers will participate in materials development for both formal and nonformal learning, producing materials for agriculture, vocational education, health and nutrition, and business management.

—All Volunteers in the region will be provided with training in the methodology of adult education in order to strengthen their ability to develop the educational aspects of their projects.

—Education for economic production and small enterprise development will be a major emphasis. Of all IFCA Volunteers sent to the region, 40 percent will be recruited for activities "which develop or enhance economic production skills and general small entrepreneurial skills," says York. Another 30 percent of the new Volunteers will "provide technical assistance in activities directed at generating small enterprise development for domestic consumption or export."

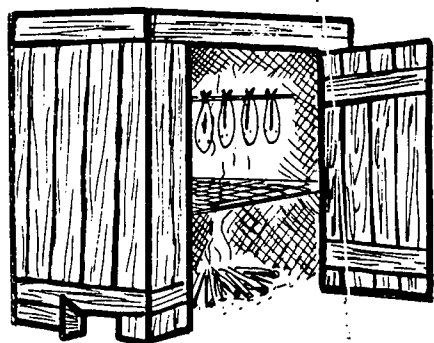
Education in this broader sense will be a focus because, as York says, "the Peace Corps is education. When knowledge is shared and change results, that is education."

# After the Harvest

Many Volunteers work to help the members of their host communities produce more and better food crops. In either primary or secondary projects, Volunteers assist farmers, fishermen, youth groups, women's groups and others in a variety of food production activities. These range from growing field crops, planting fruits and vegetables and keeping bees to raising small animals and growing fish in ponds.

But production is only one side of the food equation. Preserving, storing and marketing the harvest must be given equal attention in any effort to increase the availability of food in the community.

Post-harvest food losses due to inadequate storage can amount to as much as 30 percent of the crop. Marketing any surpluses, especially of perishable crops like vegetables, is often difficult for farmers in remote areas. Improved methods for storing, preserving and marketing must be considered right along with methods for improving food production in planning community agricultural projects.



*Smoking to preserve fish.*

ICE has a number of publications to assist in these essential post-harvest efforts. (Please note those titles which are only available on a limited basis.)

## GENERAL

**Post-Harvest Food Losses in Developing Countries** provides an overview of the problem of losses between harvest and consumption. The book discusses various policy and program options for decreasing these losses in grains, perishables and fish.

**Remote Areas Development Manual** contains designs for several types of harvesting/processing equipment

and describes methods for drying fruits and vegetables and tanning hides.

**Directory of International Trade, 1984** provides detailed information on organizations, companies and promotional groups involved in the international produce trade. The book also lists exporters and importers of specific produce items on a country-by-country basis. (Available to PC offices/resource centers in country only.)

**Agricultural Marketing Principles: A Training Manual** is a manual for trainers working in formal in-service training programs. Activities in the manual are designed to help trainees view marketing as a system of interrelated components and cover information collection, describing local commodity systems and the role of the extension worker in the system.

## FOOD DRYING

**How to Build a Solar Dryer** describes and provides construction details for a simple solar dryer designed for use in Papua New Guinea.

**Improved Food Drying and Storage Training Manual** provides training guidelines and construction details for building and using improved grain storage facilities and solar grain dryers. The manual is designed for use by trainers working in formal programs to transfer relevant skills, but contains many trainee handouts that could be used in field projects.

**Solar and Energy-Conserving Food Technologies Training Manual** is also designed primarily for use by trainers in formal programs. The emphasis in this manual is on drying and storing fruits, vegetables and fish. Handouts also contain information on "fireless cookery".

**Preserving Food by Drying: A Math/Science Teaching Manual** explains the principles of evaporation, condensation, etc. involved in solar food drying through class construction of simple solar dryers. This manual would be especially useful for teachers and others working with youth groups.

## FRUITS AND VEGETABLES

**Guide to (Almost) Foolproof Gardening** describes a variety of methods for preserving the garden harvest for home use. Although the book is very

U.S.-oriented, many of the low-cost techniques it suggests could be adapted for use in developing countries.

**Handling Transportation and Storage of Fruits and Vegetables** is available in two volumes. Volume I addresses melons and vegetables; Volume II covers fruits and nuts. The books contain a wealth of information on all aspects of preparing these crops for marketing. However, the material is very technical and U.S.-oriented. This book would be most useful for those involved in large-scale commercial projects. (Available to PC offices/resource centers in country only.)

**Commercial Vegetable Processing** provides detailed information on the equipment and processes required for large-scale commercial canning, freezing and dehydration of vegetables. This book is also very technical and U.S.-oriented, but would be useful to Volunteers involved in large-scale processing ventures. (Available to PC offices/resource centers in country only.)

**Fruit and Vegetable Juice Processing Technology** discusses commercial methods of preparation for fruit juices and concentrates made from pineapples, guavas, lemons, oranges and tomatoes. The technology described is somewhat more accessible to most developing countries, but is still more appropriate to large-scale ventures.

## MEATS AND FISH

**Homesteader's Handbook for Raising Small Livestock** covers all aspects of husbandry for poultry, sheep, goats and pigs. The book describes butchering and simple preservation techniques as well as use of animal by-products.

**Slaughtering, Cutting and Processing Pork on the Farm** outlines the steps involved in preparing and processing hogs for the marketplace. Information on curing, pickling and smoking could be adapted for use in developing communities.

**Canning, Freezing, Curing and Smoking of Meat, Fish and Game** covers a wide variety of simple techniques for preserving meat and fish for home use. Well—the title says it all, doesn't it?

*(continued on page 24)*

# Networking

## MOVIES IN A BACKPACK

Portable enough to travel for miles, powered either by the sun, car batteries (dc), or alternating current (ac), and versatile enough to accommodate your own creations, the World Neighbors Opix Filmstrip Kit is the ideal audiovisual aid for any kind of group presentation.

The Office of Information Collection and Exchange (ICE) made a special one-time purchase of the kits from World Neighbors at the end of FY 1984. Each Peace Corps country will receive at least one Opix Kit and 28 filmstrips on a variety of development topics. Depending on the availability of funds, ICE hopes to acquire additional kits this year, especially for those countries with more than one incountry resource center.

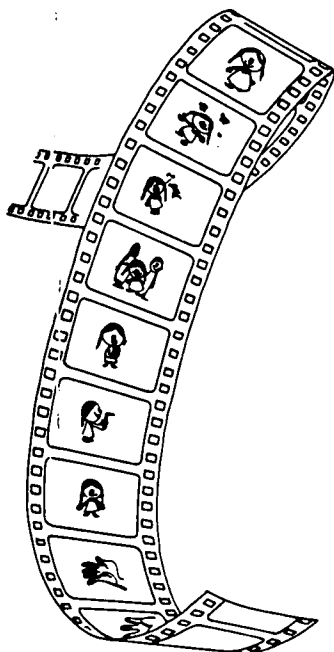
Included in the Opix Kit is a World Neighbors Development Communications Catalogue listing more than 100 filmstrips as well as books and booklets, flipcharts and photo series, posters and newsletters. Most of the World Neighbors materials are also available in French and Spanish. These materials are the product of World Neighbors' 34 years of development work and are well suited to use in developing countries.

World Neighbors is a private international development organization involved in over 17 countries in Africa, Asia and Latin America where it works with local staff to promote development at the village level. World Neighbors produces many of its audiovisual materials in the field so that its intended audience can identify with the presentation. The organization's newsletters provide practical advice on development topics and review publications and materials in the development field. (To acquire additional catalogues, subscribe to newsletters, or find out more about their activities, write to:

World Neighbors  
5116 North Portland Avenue  
Oklahoma City, Oklahoma  
73112 U.S.A.)

The World Neighbors' Opix Kit is extremely adaptable and weighs less than 15 pounds. All components of the kit fit neatly into a sturdy, lightweight carrying case.

The Opix projector can be used in a variety of settings, regardless of the type of available electric current. It can be especially valuable for use in a classroom or village meeting in a remote area without a source of electricity. The battery included in the kit will operate for one-and-a-half hours before it needs recharging.



The Opix projector shows both vertical- (or half-) frame and horizontal- (or full-) frame filmstrips, as well as slides. If you prefer slides to filmstrips, you may cut and mount the filmstrip frame to produce a slide set. Uncut slide film may be used as a filmstrip. Slides can also be mounted to produce a filmstrip that can be used again and again.

An audiovisual presentation is an excellent way to communicate a message because almost any group can grasp its meaning. People need not have formal education or literacy skills to benefit from the program. A filmstrip presentation is especially effective because the presenter can control the speed and direction of the presentation, focusing on particular images and encouraging the audience to participate. (World Neighbors suggests a series of questions at the end of each of its filmstrip scripts to stimulate discussion.) To reinforce the message of the presentation, the presenter can follow up with activities such as group discussions or field trips that involve the audience individually.

For Volunteers interested in producing their own filmstrips, ICE distributes several publications which would be of use. The following titles describe how to produce homemade audiovisual presentations:

- *Audio-Visual/Communications Teaching Aids (P-8)*
- *Visual Aids (Ft-2)*
- *Audio-Visual Communications Handbook (M-20)*
- *Community Health Education in Developing Countries (M-8)*
- *The Photonovel (M-4)*

Among other projects, Packet-8 describes step-by-step how to make filmstrips from locally available materials. This packet also includes several bibliographies and lists additional sources of information for acquiring a/v materials. (P-8 contains R-2 and M-20; if you order the packet, please do not request these titles as well). M-8 suggests methods for producing visual aids, including tips on making filmstrips. M-4 outlines the process for creating a photonovel; although the medium is different, the planning process for a photonovel is the same as that for producing a filmstrip.

These ICE manuals describe how to draw or trace on polyvinyl, acetate or film to create your own filmstrip. Although the production of your own filmstrip will take time and effort, the benefits of such a project are impressive. People become a part of the production and can better assimilate the message of the filmstrip. You will leave behind an important and enduring learning tool for your community.

In order to build up your filmstrip collection you may tap a variety of sources for a/v materials. In addition to the publications already mentioned, these ICE titles will provide referrals to organizations which handle audiovisual resources.

- Resources for Development (M-3A)*
- The TAICH Directory 1983 (RE08)*
- Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers*

*Resources for Development* describes international and incountry organizations which provide human, informational, natural, material, technical or

(continued on page 24)

# Sector Updates

## AGRICULTURE

**Farming Systems Research and Development**, by W. W. Shaner, P. F. Philipp and W. R. Schmehl, 1982 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado, 80301) 414 pp. \$16.95.

A synthesis of farming systems research and development procedures used by national government and international research centers around the world. Emphasizes methods that have proven successful in practice. Describes characteristics and objectives of FSR&D, and presents information on and development of a research base, research design, on-farm research, extending research results, and implementation and training procedures. Appendices present detailed examples of procedures described in the text, covering a variety of countries with different cropping and livestock systems, environmental conditions, and research and development capabilities.

**Available free through ICE to all PCVs and staff working in agricultural research/program planning.**

## EDUCATION

**Welding**, Developed by Associated Educational Consultants, Inc., 1980 (ICE Reprint, 1984) 349 pp. Free.

Suggested curricula for teachers of welding. An organizational aid rather than a reference work; would be useful in preparing lesson plans, choosing learning activities, and evaluating progress of students. Discusses major types of welding tasks, and, though U.S. oriented, can be readily adapted for use in developing countries. Contains visual aids that can be reproduced as handouts for students. Also includes: teacher evaluation aids and answer keys, reference materials, and several helpful appendices.

**Available free through ICE to all PCVs and staff working in vocational education.**

**Carpentry, Maryland State Instructional Guide**, The Maryland Vocational Curriculum Production Project. (ICE Reprint; 1984) 480 pp. Free.

Suggested curriculum for a competency-based vocational education program. Lesson guides are flexible and can be adapted to meet each individual teacher's needs. Primarily an organizational aid rather than a reference work; would be useful in preparing lesson plans, choosing learning activities, and evaluating progress of students. Discusses building materials, tools, blueprints, exterior and interior finish, insulation, etc. Contains visual aids that can be reproduced as handouts for students. Also includes: student competency sheets, competency profiles and several appendices.

**Available free through ICE to all PCVs and staff working in vocational education.**

## ENERGY

**The Forgotten Art of Building and Using a Brick Bake Oven**, by Richard M. Bacon. 1978 (Yankee, Inc., Dublin, New Hampshire, 03444) 62 pp. \$2.95.

Describes the evolution of brick bake ovens and special points to consider when building one today. Discusses renovating and using existing brick ovens as well as building new ones. Detailed diagrams and pictures included. U.S. oriented, but techniques are adaptable to local conditions.

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

**Review of Work Done on Solar Cookers and Recommendations for Peace Corps' Involvement with Them**, by Paul Jankura. 1984 (Peace Corps/Information Collection and Exchange, 806 Connecticut Ave, N.W., Washington, D.C. 20526) 13 pp. Free.

Describes seven types of cookers and identifies physical specifications most important to the performance/adoption of the cooker, such as: size, weight, power output, cost and materials. Includes bibliography and illustrations.

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

## FISHERIES

**Small Boat Design**, edited by Johanna M. Reinhart. 1975 (ICLARM, MCC P.O. Box 1501, Makati, Metro Manila, Philippines) 79 pp. \$12.00.

Results of a conference held to develop basic guidelines and recommendations for the design of a small-scale fishing boat for future fisheries programs. Discusses the development of fisheries in the South Pacific, types of boats designed for small-scale Pacific fisheries and types of marine engines designed for such boats.

**Available free through ICE in limited supply to PC offices/resource centers incountry only.**

**Rigging Sail**, by Percy W. Blandford. 1983 (TAB Books Inc., Blue Ridge Summit, Pennsylvania 17214) 264 pp. \$15.50.

Perfect for the beginner. Clearly written, practical guide includes information on rigging a boat easily and efficiently, fundamentals of hoisting the rigging, making rigging repairs, and much more. Contains clear descriptions of historical and nautical terms, a comprehensive glossary of sailing terms and many helpful tips and illustrations.

**Available free through ICE in limited supply to countries with marine fisheries programs.**

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.

## FORESTRY

**Leucaena: Promising Forage and Tree Crops for the Tropics**, Report of an Ad Hoc Panel of the Advisory Committee on Technology for International Development, Office of International Affairs, in cooperation with the Nitrogen Fixing Tree Association. 1984. Second Edition. (National Academy Press, 2101 Constitution Ave., N.W., Washington, D.C. 20037) 100 pp. Free.

New edition of this comprehensive description of the many uses of the tropical tree, leucaena. Discusses various species of leucaena and its potential as a source of wood, forage, fertilizer and soil cover. Limitations due to its limited toxicity and other factors are also discussed. Pictures of the leucaena from many tropical areas accompany the text, as well as several helpful appendices.

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

**Casuarinas: Nitrogen-Fixing Trees for Adverse Sites**, Report of an Ad Hoc Panel of the Advisory Committee on Technology, Board on Science and Technology for International Development, Office of International Affairs, National Research Council. 1984 (National Academy Press, 2101 Constitution Avenue, N.W., Washington, D.C. 20037) 98 pp. Free.

Highlights eighteen species of *Casuarina*, a group of under-exploited Australian trees that could have exceptional potential in reforesting difficult terrain. Discusses experience with *Casuarina* management and uses and other promising species. Includes selected sources of further information and research contacts.

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

## HEALTH

**Bibliography of Traditional Medicine**, by Ann Christine Ullrich. 1984 (Peace Corps, Information Collection and Exchange, 806 Connecticut Avenue, N.W., Washington, D.C. 20526) 140 pp. Free.

Provides an overview of references on traditional health practices and be-

liefs, traditional medicine and the cultural context for health care in developing countries. Developed with a focus on integrating traditional practices with primary health care programs as an aid to program design and implementation.

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

**Opportunities for Control of Dracunculiasis**, sponsored by Board on Science and Technology for International Development, Office of International Affairs, National Research Council, in collaboration with World Health organization. 1983 (Board on Science and Technology for International Development, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418) 65 pp. Free.

Report of a workshop held in recognition of the need for more research on dracunculiasis or guinea worm disease. Begins with an overview of dracunculiasis, then lists recommendations for control and eventual elimination of the problem. Discusses: assessing the extent of the problem in a particular area, collecting specific data, strategies for controlling dracunculiasis both on individual and community-wide levels, and monitoring and evaluating the effectiveness of control efforts. Contains references, bibliography and an appendix of papers prepared for and presented at the workshop.

**Available free through ICE in limited supply to PCVs and staff working in countries where guinea worm is endemic; PCVs request through your APCD/Program Manager.**

## SED

**Rural Enterprise and Nonfarm Employment**, 1978 (World Bank, 1818 H Street N.W., Washington, D.C. 20433) 86 pp. \$5.00.

Examines the extent, growth and composition of rural nonfarm employment and earnings opportunities. Analyzes the role of rural nonfarm activities in urban and rural development. Describes the range of assistance policies and how World Bank operations currently affect nonfarm development as well as the potential for future assistance.

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

**Small Business in the Third World**, by Malcolm Harper. 1984 (John Wiley and Sons Ltd., 605 Third Avenue, New York, New York 10158) 211 pp. \$29.95.

Intended as a comprehensive guide to aiding small enterprises in developing countries. Gives general information on a wide range of subjects relating to small enterprise development. Includes chapters on: capital; management and technical training; marketing and materials; and more. Takes a practical rather than an academic approach. Contains case studies and references.

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

## SPECIAL EDUCATION

**Educational Games for Physically Handicapped Children**, by Bryant Cratty and James Breen. 1972 (Love Publishing Company, Denver, CO 80222) 91 pp. \$4.95.

Briefly describes some general characteristics of physically handicapped children. Stresses the importance of knowing the physical limitations of each child. Describes therapeutic activities at several levels, including warmup exercises, moderate and vigorous activities, and learning games. Emphasizes group activity. Each sec-

### THE NEW AND IMPROVED WHOLE ICE CATALOG!

The Whole ICE Catalog has recently been revised and updated. Over 120 new titles have been added to this list of publications available through ICE to support Volunteer projects in all program areas. Sample copies of the Catalog have been sent to each Peace Corps office overseas. Additional copies are available in ICE for distribution to all Volunteers and staff who request them. Send your request directly to ICE (Rm M-701, 806 Connecticut Avenue, N.W., Washington, D.C. 20526) or, better yet, ask your APCD/Program Manager to cable us for copies for you and all your fellow PCVs!

tion includes diagrams and a bibliography.

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

**Working with Parents of Handicapped Children**, by Joyce Evans, Ph.D. (The Council for Exceptional Children) Revised Edition. 1980 (ICE Reprint 1984) Free.

Teacher's guide to identifying, understanding, and working with handicapped children and their parents. Includes: Understanding How parents Feel, Knowing Your Own Feelings, Meeting with Parent, and Following Up the Meeting. Also contains: organizations and information sources, bibliographies, interview recommendations and forms, and parent-teacher meeting recommendations and forms.

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

## **WATER/SANITATION**

**Safe Water and Waste Disposal: A Program Guide**, National Demonstration Water Project. 1982 (Development Information Center. A.I.D., Washington, D.C. 20523) 232 pp. Free.

Gives a general overview of the information needed to promote, design and carry out a sanitation project. Discusses the relationship between sanitation and health and defines the problems that safe water and waste disposal can solve. Describes, from a technical perspective, the solutions to those problems. Includes a glossary, photos and diagrams.

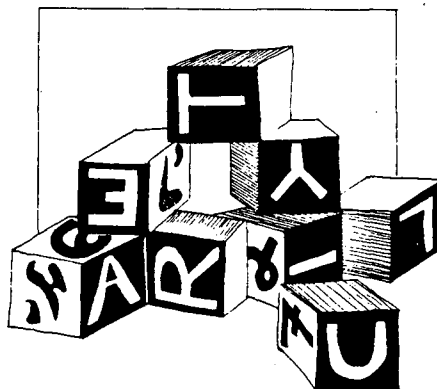
**Available free through ICE to all PCVs and staff working in related projects.**

**Water and Human Health**, by F. Eugene McJunkin. 1982 (Development Information Center, A.I.D., Washington, D.C. 20523) 134 pp. Free.

Provides a general overview of the relationship between water and human health. Details specific water-borne, hygiene, contact and vector-borne diseases. Describes methods of evaluating the quality of drinking water,

the effectiveness of water treatment programs and the effects of waste disposal systems. Includes a glossary and summaries of several selected field studies.

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



Taken from M-21—  
Peace Corps Literacy Handbook.

## **PLUS NEW ICE MANUALS!**

**Peace Corps Literacy Handbook**, by John Comings and David Kahler. 1984 (Peace Corps Information Collection and Exchange, Office of Training and Program Support) 175 pp. Free.

Provides an introduction to literacy work for Volunteers and other development workers involved in either large or small-scale literacy development programs. Gives straightforward information on planning and preparing for literacy work; offers guidance on program and materials development; and suggests strategies for evaluating and improving programs. Focuses on three specific literacy strategies and contains ideas for and examples of learning activities. Includes several case studies, an annotated bibliography and suggestions for continuing and expanding a literacy program.

**Available free through ICE to all PCVs and staff.**

**Science Teacher's Handbook**, (PC/India) 1968. ICE Reprint, 1985. 308 pp. Free.

Written by Peace Corps Volunteers serving as science teachers and teacher trainers in India. Suggests activities and designs to help science teachers improvise laboratory apparatus and

make instruction effective and interesting. Includes chapters on investigation, demonstration, science clubs and laboratory techniques.

**Available free through ICE to all PCVs and staff.**

**Disasters and Development: A Training Module**, by INTERACT for the Peace Corps. 1984 (Peace Corps/ICE) 220 pp. Free.

Introduces trainees to natural hazards and how natural disasters can affect development. Prepares trainees to make decisions on appropriate actions, integrated with their primary development assignments, that can mitigate the effects of future disasters. States what activities should be carried out, but does not describe specific details such as how to build a hurricane resistant house or how to run a health surveillance program. Written for pre-service or in-service training. Trainers are strongly encouraged to conduct research and interviews that will enable them to make this training country-specific.

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

## **BEEKEEPERS**

ICE is considering developing a collection of case studies/project descriptions based on Volunteer work in the field of beekeeping. The collection would be published as part of ICE's Case Study Series to supplement information presently on hand.

We are in need of actual project experiences/descriptions related to beekeeping and training others to do beekeeping at the village level. Volunteers are encouraged to submit illustrations as part of their case studies.

Reports need not be too long. The most useful would be less than 25 pages, though longer documents would also be welcome.

ICE is looking for a representative sampling of beekeeping experiences. The best reports submitted will be included in the new publication. Others will be placed in the ICE Resource Center where they can be shared with others on request.

Please take time to share your experience and knowledge with others!



## Ask Almanac

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**Tan Your Hide** describes simple, small-scale techniques for preserving hides, skins and furs. It also provides ideas and instructions for producing specific leather and fur products.

**Home Curing Fish** provides a brief description of techniques for handling, cleaning, salting, air-drying and smoking fish. Step-by-step instructions and suggestions for the use of cured fish are also included.

**Small-Scale Processing of Fish** addresses similar preservation techniques in more detail, focusing on preservation for both home and local market use. This more extensive book also covers planning and organization of community processing and marketing operations, socioeconomic considerations and extension and training efforts.

### Fish Handling, Preservation and

**Processing in the Tropics** provides information on preserving and using shellfish, aquatic animals other than fish (such as turtles) and fish by-products. The book also covers unusual preservation methods such as fermentation and fish silage and discusses the design of fish landing and retail sales facilities.

**Cold and Freezer Storage Manual** is a more technical discussion of large-scale freezer and cold storage facilities for use in commercial fisheries. This manual will be of interest primarily to those Volunteers working with large commercial fisheries. (Available to PC offices/resource centers incountry only.)

**Small-Scale Marine Fisheries** is a manual for trainers in formal programs, but also contains valuable trainee handouts on a number of preservation and processing methods.

## GRAIN

**Small Farm Grain Storage** is the classic manual on improved methods of grain storage and preservation on a small scale. This comprehensive guide covers all aspects of grain storage and provides detailed drawings of appropriate solutions to storage problems, including grain dryers and silos.

**Post-Harvest Grain Loss: Assessment Methods** provides a simple procedure for determining how much of the harvest is being lost and in what way. This analysis would be a useful first step to designing improvements in storage and preservation methods at the community level.

In addition, as always, the ICE staff can draw on the ICE Resource Center and a broad network of contacts to help answer specific questions on food preservation, storage and marketing.

## Networking

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financial resources. Many of these organizations distribute a/v materials.

The *TAICH Directory* describes U.S. non-profit organizations involved in assistance abroad, many of which can assist you in developing a filmstrip collection. (The *TAICH Directory* is available to Peace Corps offices/resource centers incountry only.)

The organizations listed in ICE's *Sources of Books and Periodicals* deal almost exclusively with print materials, but a few (such as the Canadian Organization for Development through Education (CODE)) also handle non-print media. You may contact some of these book donors for how-to information on developing a/v materials.

Some sources incountry that may have a/v materials for your use are: government ministries; church and community groups; embassies, consulates and other representatives of nations (e.g. United States Information Service); other development groups (such as Partners of the Americas and The Salvation Army); and representatives of multilateral organizations. The following are examples of other places where you may write for filmstrip catalogues.

Distribution and Sales Section  
Food and Agriculture Organization  
Via delle Terme di Caracalla  
00100 Rome, ITALY

Pan American Health Organization  
525 23rd Street N.W.  
Washington, D.C. 20037 U.S.A.

RADMAR Inc.  
1263-B Rand Road  
Des Plaines, Illinois 60016 U.S.A.

*Trish Heady, ICE Resource Development Specialist and RPCV/Eastern Caribbean prepared the Networking section.*

### WORLD NEIGHBORS OPIX KIT

- 12 volt projector
- filmstrip adapters
- slide changer
- battery and cable
- ac charger and power pack
- solar charger
- filmstrips and scripts
- Development Communications Catalogue
- carrying case

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: ICE, Peace Corps, Rm. M-701, 806 Connecticut Ave., N.W., Washington, D.C. 20526.

Donna S. Frelick, RPCV/The Gambia and Coordinator of ICE, is ICE ALMANAC Editor. Managing Editor is David Thomas. Special assistance for this issue was provided by Johnnie Prather and the marvelous OTAPS Support Staff.