

CORPS TIMES



Best Shot Photo
Focus—Burundi

Nov. 1989

From the Director

There have been a lot of exciting things happening at the United States Peace Corps lately. The announcement by President Bush that Peace Corps will be going to Hungary, our return to Haiti and an historic agreement with the Environmental Protection Agency to provide training for our Volunteers are all significant milestones for our agency. Likewise, the approval by Congress and the president of a substantially increased budget for FY 1990 bodes well for next year's programs.

Of all the new activities in which Peace Corps is involved, perhaps the most exciting to me personally is the *World Wise Schools* program, which is off to a fast start.

For those who are unfamiliar with *World Wise Schools*, it is a program which we started at the beginning of the current school year to link Peace Corps Volunteers with elementary school classes in the United States. Although begun just a few weeks ago, we already have more than 600 Volunteers linked to classrooms in the United States, and hope to have virtually every PCV involved in this program by this time next year.

The program itself is very simple. We provide the participating teachers with the names of the Volunteers (provided by Country Directors) with whom they will be matched and some information about the Volunteer, the host country and the Volunteer's assignment. We also provide the Volunteer with the name and address of the teacher and school.

The response has been overwhelming. I have traveled to the states of Georgia, Texas, New York, Colorado, Utah, California, Illinois, Iowa, Minnesota and Arizona to kick off *World Wise Schools* programs in those states and have heard extremely favorable

comments from teachers, parents and Volunteers.

The program has become so popular that we have started sending a newsletter and other Peace Corps information to the participating teachers twice a month and to the Volunteers monthly. Our goal is to have 1,000 PCVs participating during the current school year and, as I mentioned, virtually every Volunteer involved with a *World Wise School* for the fall 1990 semester. We are also exploring the possibility of a collaborative effort with the National Geographic Society during National Geography Week next fall and are hoping that a private foundation will help us expand the program so we can provide *World Wise Schools* information for every school in the country.

The primary purpose of this program is to help increase the geographic and cultural literacy of our nation's school children.

Consider the following statistics:

- Young American adults (ages 18-24) know the least about geography of ANY age group in any country.
- One in seven adults cannot locate the United States on a world map.
- 74% of the graduates of a well-known major university could not name a single

one of the more than 30 African countries south of the Sahara.

These are chilling numbers, and as part of our Third Goal, Peace Corps should play a role in making our nation's students more aware of this rapidly shrinking globe of ours.

In addition to the educational advantages given to *World Wise Schools* and students, this program can be fun for the Volunteer and add a new dimension to his/her service.

We look forward to having all Volunteers sharing their Peace Corps experiences with *World Wise Schools* next year. A special thanks to all of you who are currently participating for your help in getting the program off to a flying start.



Paul Coverdell
Director
United States Peace Corps

Poland Invites Peace Corps

Peace Corps will make its second entry into Eastern Europe with the establishment of a program in Poland in 1990, according to Peace Corps Director Paul Coverdell.

"This is a milestone for the US Peace Corps," Coverdell said. "Poland is a nation in crisis. Its people are struggling with a new political system and their economy is in shambles. They need an enormous amount of assistance and one of their primary interests is to train more of their citizens to speak English. With a shift away from the study of Russian to English," Coverdell said, "the Poles have a shortage of 10,000 English teachers. And with their plans of the development of a free market economy there is an immediate need to learn the international language of trade and technology. So there is a critical need at this time for trained TEFL teachers to help the Poles improve their economic base."

"We expect to send 60 experienced English teachers to begin the program. Later, after more evaluation of the needs of the Polish people in such areas as the environment and computer training we will probably offer assistance in both in the second year," Coverdell continued.

With our new programs in Poland and Hungary, announced earlier this year, Peace Corps will have served in 101 countries

About the Cover

From Kenya—a touch of tradition. This photo was submitted by 3rd year PCV Jennifer Monahan who has since returned to her home in Garden City, New York. Jennifer says, "This is Patrick Wafula or, Patrick who was born during the raining season, according to the local language of Bakusui, used by the Bakusu tribe in western Kenya. He is dressed as a traditional dancer with a colobus monkey headdress and sisal arm bands. Patrick was a student at Kisiwa Youth Polytechnic where I taught the masonry students how to build stabilized soil blocks as an alternative to expensive concrete blocks." Jennifer, a graduate of Catholic University with a degree in architecture, was an extension worker in western Kenya working with appropriate technology building materials and skills.



Peace Corps Times

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The *Peace Corps Times* is published by the United States Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the United States Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget, United States Government. Inquiries and letters should be addressed to: *Peace Corps Times*, 8th Floor, 1990 K Street NW, Washington, D.C. 20526

Dear *Peace Corps Times*,

I am a PCV stationed in Zindez, Niger as a physical education instructor/coach. While here I have read a couple of educational employment opportunity articles published in the Times. Unfortunately, I've lost the article dealing with educational offerings in California and Florida. Upon returning to the USA I wish to seek employment in these two states.

So I am writing to inquire if you still have any information, contacts, addresses and so forth that could be sent to me.

The articles I read appeared within the past six months, but their date of publication I am not sure of. On the other hand, if your office isn't aware of these exact articles then I would like to inquire if Peace Corps/Washington has an education sector that may be able to help me.

What I am requesting is any available/pertinent information concerning teaching opportunities and requirements in the California and Florida areas or any other warm weather states. Any assistance that you may be able to offer will be truly appreciated.

Ronald G. Williams

Dear Ronald,

We are referring your letter to the Returned Volunteer Services' Career Counselor. You should be hearing from her soon.

The Editor

Dear *Peace Corps Times*,

Thanks once again for mentioning us to your readers and colleagues. So many have responded with pieces for the anthology that we have decided to expand the volume and extend the deadline for submissions until September 1, 1990.

This biannual journal, tentatively to be called *The American Anthology of Discovery*, will emphasize detailed personal reports of unusual overseas work, travel, wildlife observations and survival. Rigorous objective accounts are preferred over discourse, homily and "travelogue."

Please send **copies only** of manuscripts (typed double-spaced, letter or legal) to me here at ox 924, Ketchum, Idaho 83340.

There was some delay in responding to initial inquiries as we reviewed a great many proposals with limited staff. All received as of today (Dec. 10) have been answered.

We are looking forward to hearing from many more PCVs.

Allison Van Pelt, Associate Editor
Columbus & Company
Discoverers' Press

Editor's Note: Elsewhere in this issue you will find a reprint of the story Allison mentioned, *Save Your Journals*. Please note that they want only copies of your manuscript. Do NOT send them your ONLY copy.

Program Heads Announced

Jon Keeton, former NANEAP (North Africa, Near East, Asia and the Pacific) Director and new Director of Research and Development, which includes new country entry, has announced the country directors for both Poland and Hungary. The NANEAP Region will soon change its name to PACEM (Pacific, Asia, Central Europe and the Mediterranean) which, incidentally, is a Latin word for peace.

Bill Lovelace, currently chief of operations for NANEAP, will be heading up the Poland program. Lovelace, an old Peace Corps hand, has spent the past five years at Peace Corps/Washington as NANEAP Chief of Operations with time out as acting country director in Tunisia. From 1972 through 1978, he served in several staff positions in the Africa Region, lastly as the Chief of Operations for Francophone Africa. He was with our sister agency ACTION from 1982 through 1984. His tour as a PCV was in Sierra Leone. Lovelace said he plans to open the headquarters in Warsaw in mid-March and expects the TEFL Trainees to arrive in June.

Vance Hyndman, now serving as Country Director in Thailand, will be directing the new program in Hungary which will also begin with about 60 TEFL teachers this next fall. Prior to his tour in Thailand, Hyndman was on the staff of the U.S. House of Representatives Foreign Affairs Committee for 12 years. After his graduation from Harvard and a tour in Thailand as a PCV, he was with the Carnegie Endowment for International Peace. Peace Corps headquarters in Budapest is also scheduled to open in March.

"We are extremely fortunate to have these capable and experienced people already in the Peace Corps system. I know that their knowledge of Peace Corps and our programming will be invaluable in establishing these new Eastern European posts," Keeton said.

On the European/Mediterranean front, the Malta program, a reentry which was announced earlier this year, will be administered from our office in Tunisia by Country Director Steve Hanchey.

Save Your Journals

(Reprinted from March/April 1989)

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

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

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

From a recent letter—"There is a wealth of such 'real' (unghosted, non-celebrity) writing by perceptive Americans who have been neither anointed nor coopted by the New York literary

establishment or the mass market. We publish only limited editions (from 1,000 to 2,500) initially. Compensation is contingent on the number of books sold. Costs of editing, printing, distribution and promotion must first be paid. Depending upon the nature of the work and its likelihood of future sales, the author then shares in a constant percentage of further proceeds."

This company is NOT a vanity press. *The Times* has seen a recent book that Discoverers' Press has published and it is quite nice. It's the story of an Arkansas lawyer's year-long trip through Africa (where he met several PCVs, incidentally). The production work and binding are very good. If think you have material that is suitable for their anthology send a query to: New Author Search, Columbus & Company, Box 924, Ketchum, Idaho 83340.

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

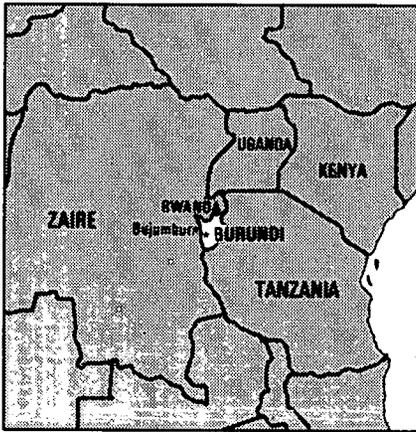
Peace Corps has no connection with this company and will take no responsibility in your dealings with them.



Focus—Burundi

About the Country

Population: 4.9 million
Land Area: 27,738 sq km (about the size of Maryland)
Cities: Bujumbura, the capital (241,000), Gitega (21,000), Rumonge (9,000)
Languages: French (official), Kirundi, Kiswahili
Religions: Roman Catholic (62%), Traditional (32%), Protestant (5%), Muslim (1%)
Terrain: Mountainous, with extensive frontage on Lake Tanganyika
Borders: Zaire, Tanzania, Rwanda
Climate: High altitude equatorial, cool with eight months of seasonal rains



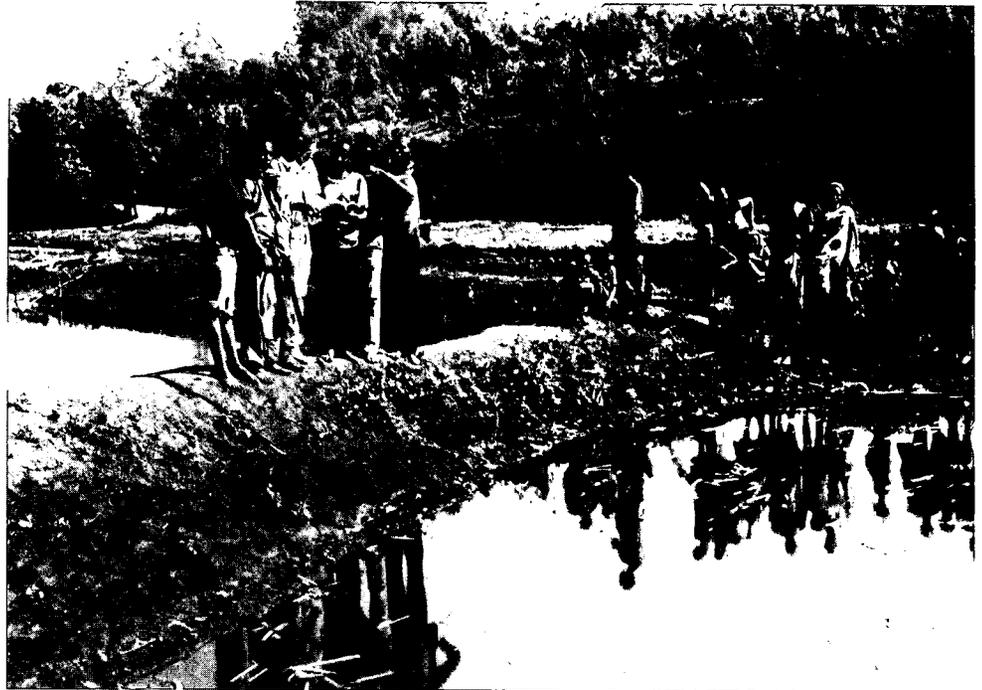
Culture and History

The Republic of Burundi is a small, land-locked country in the heart of Africa. It is the second most densely populated African nation and also one of the least urban, with more than 90% of its population engaged in subsistence agriculture.

At one time, Burundi's mountainous terrain was covered by Afromontane high-altitude forest. Today that forest exists only in small national reserves, as population pressure has caused a very large percentage of the land to be cultivated.

Most of the agriculture is done by individual landholders tending small plots of corn, beans, bananas, cassava, yams and a variety of other fruits and vegetables. Small-scale commercial farms produce rice and sugar cane in the lowlands and coffee and tea in the mountains. The majority of the country's foreign exchange earnings come from the sale of coffee and tea, both of which have earned top honors in international competitions.

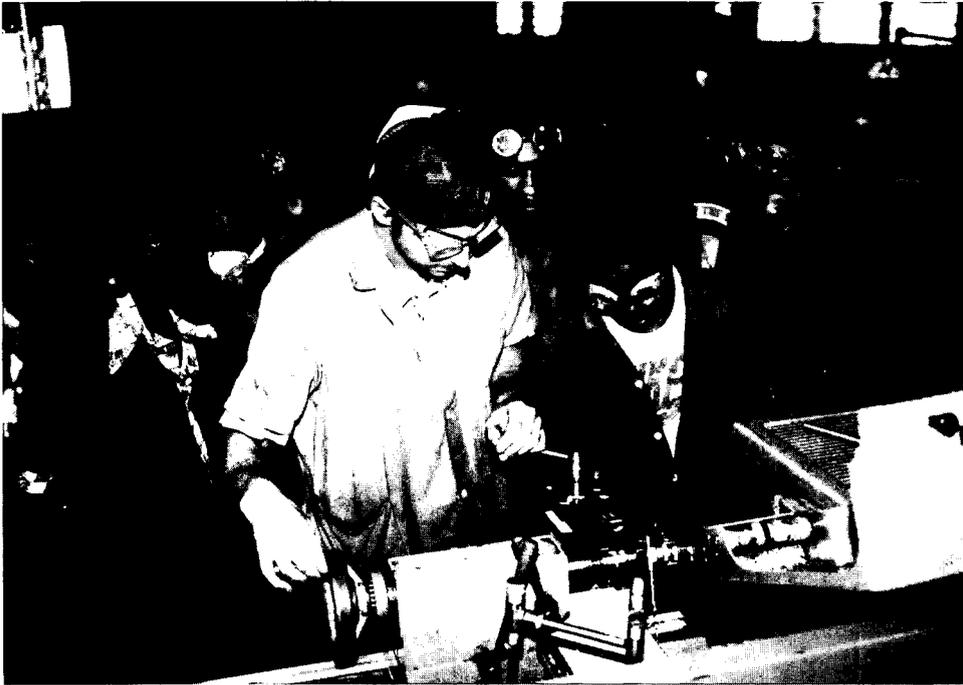
Burundi values and lifestyles reflect both West and East African influences. The agricultural heritage of West Africa is evident in the intensive cultivation of the land, and East African traditions are reflected in the



Fish culture extension agent David Lloyd discusses pond management with local fish farmers. Fisheries are a very important source of protein in this land-locked country. A New Yorker, David is a graduate of the University of Chicago.



Peace Corps/Burundi staff is headed by Country Director Erica Eng, shown here holding daughter, Holiday. Other U.S. staff are Roger Conrad, Administrative Officer, contractors Todd Doom, Dan Griffiths and Peter Trenchard. Host Country staffers include A. Ntansebanigwa, J. Sebigo, M. Mamboleo, R. Ndinuruvugo, M. Barumbanze and S. Sahabo.



Walt Converse teaches his students the fine art of machine-tooling at the ETMM (vocational/technical school of Bubanza). Walt, who has a degree in mechanical engineering from the University of Wyoming, is from Laramie. A note from Walt, "The thing that's different about Peace Corps in Burundi is that we're more a big family than a small program country."



Kevin Doyle and park guide Stanislav Hasvyaromana examine a fungus growth on a trail in Kibira National Forest. Doyle, who is an environmental education coordinator, graduated from Ohio Wesleyan University.

important role cattle play in Burundi society. More than just a measure of wealth, cattle represent a whole way of life.

Music and dance are other important facets of Burundi society. The Intore Dancers and the Burundi Drummers are nationally important symbols of the country's cultural heritage and have attained international status through performances in the U.S. and Europe.

Burundi became an organized nation in the early sixteenth century and retained its independence until late in the nineteenth century. Germany forced the kingdom into a negotiated status as a colony in the 1890s, making Burundi one of the last African nations to fall under colonial domination. In 1923, as a result of World War I, the League of Nations placed Burundi and its neighbor Rwanda under a trusteeship administered by Belgium.

Burundi regained its independence on July 1, 1962. Since then, the government's primary goal has been to encourage economic progress, particularly to improve the living conditions of the large rural population. To accomplish this, Burundi is attempting to maintain food self-sufficiency while gradually diversifying and expanding production of export crops. Work is also being done to strengthen the nation's manufacturing base, mainly in the development of processed foods.

Peace Corps/Burundi

Peace Corps Volunteers began serving in Burundi in 1983 and 45 PCVs have completed tours since that time. Currently there are 29 Volunteers at the post. Peace Corps/Burundi's major programs are: inland fish culture, vocational education, nature conservation and management, marketing and management and professional education.

The first Volunteer arrived in Burundi in 1983 to work in a cattle tick control project. During the first six years of the program, project areas included secondary education (math/science and TEFL), curriculum development, university education, civil engineering, road construction and agricultural extension. Current programs are a result of the Burundi government's growing awareness of the skills and capabilities of the Peace Corps and Peace Corps/Burundi's efforts to develop longer-term projects.

Peace Corps/Burundi's largest project is inland fish culture, with eighteen PCVs. Begun in 1985, the project's goal is to increase protein consumption and cash income for small farm families. The program is under the direction of the Department of Water, Fisheries and Fish Culture and is funded by the Food Industry Crusade Against Hunger and Catholic Relief Services. Fisheries PCVs work in fourteen of Burundi's fifteen provinces.

The vocational education program has fielded PCVs since 1983, making it the longest running project in Burundi. Volunteers have taught road construction, auto and diesel mechanics, welding, plumbing, masonry and machine-tooling in three Burundian technical secondary schools. In addition to formal instruction, Voc-Ed PCVs have completed such secondary projects as the renovation of a carpentry school, construction of a large playground facility in one of the poorest neighborhoods of Bujumbura, development of an infant cereal processing plant and construction and electrification of a rural hospital. With the recent COS of five Voc-Ed PCVs, two remain in Burundi — one teaching machine-tooling and the other diesel mechanics.

There are five PCVs working in nature conservation and management. Four of these train park supervisors, develop management plans and conduct inventories of flora and fauna in various National Reserves. The fifth Volunteer works in the headquarters of the National Institute for the Environment and Conservation of Nature, developing conservation education material and researching funding sources for the Institute. USAID provides funds for a biological diversity program, administered by Peace Corps, that supports conservation education and provides managerial and technical training to Burundian conservation employees.

An area slated for expansion is the marketing and management program. Currently, two PCVs are working in this sector. One is associated with centers for the handicapped teaching staff how to develop and market the crafts that the centers produce. The second Volunteer teaches similar skills at continuing education centers that produce crafts to fund their nonformal education programs.

A recent programming addition is professional education. Two PCVs work with the Advanced Center for Civil Servants, training midlevel private and government employees. One PCV gives instruction in the business applications of computers, while the other gives courses in video production and still photography. Both of these PCVs also train their Burundi counterparts in the development of new and appropriate curricula.

Peace Corps/Burundi's newest program is slated to begin early in 1990. Four PCVs will be posted in rural areas with a small enterprise development project called Women-Credit-Production. Each PCV will work in a team with two Burundi women. The teams will organize women's groups and help them obtain loans to establish income-generating projects. The program is in collaboration with UNICEF, the Burundian National Economic Development Bank, and the Ministry of the Family and Women's Affairs.

With the initiation of the new programs and the continued success of PCVs in established projects, the future of Peace Corps in Burundi seems a promising one. Only six years old, PC/Burundi is a growing program and one that is playing an increasingly important role in the development of Burundi. The interest with which the government has greeted Peace Corps/Burundi's participation in national development bodes well for a long-term partnership.

Peace Corps/Burundi

Coming Attractions

There are many exciting articles planned for upcoming editions of the *Peace Corps Times*. We are working on photo features on the Yemen. Also in the works is a story about a set of identical twins working as Volunteers in Costa Rica and Mali. Other features we are looking forward to are on new programs in Hungary and Poland.

RPCVs & PCT

Returned Volunteers may receive the *Peace Corps Times* for one year after COS. Because few Volunteers return to their "home of record" we do not send it automatically. After you get settled drop the *Times* a note with your new US address and include your country and dates of service.



No festive occasion is complete with a performance of the colorful Burundi Drummers.

Tradition



But it's not all hard work in Burundi according to Mike Junge who sent this photo in for the Best Shot Contest. He says, "What Volunteer's life is fulfilled without at least once (and most often, many times) sucking down some obnoxious liquid all in the spirit of experiencing the culture. In this photo fellow PCV Joe Bennett and I, along with a few friends, sample the local 'brew,' of sorghum beer. You must use a straw because if you don't you get a mouthful of ground sorghum." Junge, who is from Tacoma, Washington, is in the fish culture program. This is his second tour. From 82-84 he was a PCV in Micronesia.

Campus Compact

What do each of the following Peace Corps country offices have in common? Benin, Burundi, The Gambia, Mali, Niger, Swaziland, Mali, Togo, Zaire, Cameroon, Botswana, Senegal, Liberia, Kenya, Tanzania, Central African Republic, Gabon, Fiji, Tonga, Papua New Guinea, Cook Islands, Nepal, Morocco, Philippines, Thailand, Western Samoa, Solomon Islands, Yemen, Honduras, Belize, Dominican Republic, Eastern Caribbean, Jamaica, Paraguay, Ecuador.

Each of these countries has hosted at least one Peace Corps/Campus Compact Intern.

The Peace Corps/Campus Compact Undergraduate Overseas Internship program has been functioning since 1986. Over 60 interns have worked in 34 Peace Corps offices. Among each group of 20 interns we have found gifted students willing to travel to far away countries, explore lands not typically visited by college interns, and assist where their skills are needed.

The Peace Corps interns are sponsored by their schools through Campus Compact.

Campus Compact is a community service organization with a membership of 225 college and university presidents. Campus Compact was founded to create public service opportunities for college students and to develop an expectation of service as an integral part of student life and the college experience. Campus Compact member presidents are committed to developing in students an increased respect for the responsibilities placed on them in a democratic society. Students involved in service activities gain exposure to a range of social and economic concerns and become involved with others from different backgrounds, races, ages, and classes.

It is in this capacity that Peace Corps offers the opportunity for undergraduate students to participate in 10-15 week internships. Peace Corps and Campus Compact work together to offer a rich cross-cultural experience in which the interns also are expected to share their skills with the Peace Corps office.



Stephanie Mattes is pictured here working with a seamstress at the Cooperative Ngagara. Her main task is to help with the marketing of the cooperative's products. Stephanie is from Texas and has degrees in marketing and international business from the University of Texas.



An instructor at the Ecole Technique Secondaire (STS Kdmenge) Ross Henson is pictured here with children at a playground he and his students built in Bujumbura. This was one of his secondary projects. Another he's quite proud of is the new soccer field. Ross is a welding instructor who had a dozen years of experience in sheet metal fabrication before Peace Corps. A native of Twin Falls, Idaho, Ross attended Boise State University and plans to continue his studies in Tucson after he COSes.



These interns are selected with some of the following qualities in mind: past community service involvement, transferable office related skills, and language ability. We look for not only how the intern can assist the Peace Corps offices, but also for opportunities for personal growth. We try to give these interns new experiences and the chance to look at Peace Corps service while working in the Peace Corps office.

The Peace Corps' responsibility to the intern is to provide a supervisor and job, housing and an orientation (provided by Peace Corps/Washington). The student and the college or university are responsible for the cost of air fare, living expenses, health and medical evacuation insurance.

The interns have worked in many capacities. We have computer specialists that have taught Peace Corps staff how to transfer accounting systems to the computer and have offered computer training to staff at all levels. Interns have set up Resource Centers or organized them. Resource Center Interns work with ICE headquarters staff so that up-

(Continued on page 11)

Best Shot Photo Contest

Our Best Shot Photo Contest, begun two years ago, is still one of our most popular features. All Volunteers and staff (although no staffer has ever sent a photo) are invited to participate in the contest. We no longer are awarding prizes. However, you will receive an impressive certificate for your work. (And, as per the song—we'll send five copies to your mother.)

The photos should reflect your Peace Corps experience—your site, assignment, the people you work and/or play with, your home, your friends and especially you. Only about one-fourth of the photos we receive have Volunteers in them and that is what we think is the most important thing.

Black and white photos work best for reproduction, however, we will accept color prints. Be certain that the photos are sharp. Many of those we receive are slightly out of focus. (You probably should move closer to the subject.) Please do NOT send slides. They are easily damaged and lost and they are too costly to reproduce. Also, do not send negatives along with your photos.

Be sure to write your name and address on EACH photo so we can return it to you. If you're nearing close of service (within the next six months), please use your US address. We must keep all photos until they are printed so it may be more than six months before they are returned, what with the mail and all.

On the Cover

Our first winner for this issue was the Cover photo from Kenya taken by Jennifer Monahan. (See page 2 for more details.)

Making the Grade

Next comes this unique picture from Randy Perkins in Rwanda. Any one who has ever waited for their "grades," should recognize this scene. Randy says, "This photo was taken during my training in Libreville, Gabon before going to Kigali, Rwanda as an EFL (English as a Foreign Language) instructor." Pictured amidst all the summer school students of the Lycee Leon-Mba in Libreville waiting for their final grades are the Gabon PCT and PCV Jeff Parker and Barbara Embry. Randy is a native Californian and a graduate of San Diego State. After graduation and before Peace Corps he toured the USA by motorcycle and gave skiing lessons at Lake Tahoe.

English Made Easier

Teachers of English, be they in Teaching English as a Foreign Language (TEFL or EFL) or English as a Second Language (ESL), have been the backbone of the Peace Corps since its inception. One method of



"Waiting for the Final Grades," from Randy Perkins in Rwanda is a familiar sight almost any place in the world.



"Blowin' in the Wind," proved a great hit with these English students of Jim Faulker and Gilbert Schamm in Yemen.

Fish Culture PCVs

instruction which may be the most painless is through music. PCV James Holland of Yemen submitted this photo of two of his friends at work. He says, "In this photo Jim Faulkner and Gilbert Schaumm are using music to teach English as a Foreign Language. First they taught their students the words to 'Blowin' in the Wind.' Then they discussed the meaning of the words and sang the song in class. At the end of the session, the teachers hosted a small party for their students. It was evident when they sang a few choruses that they had learned their lessons well and the singing was pretty fair too." Jim Faulkner is from Charlottesville, Virginia and Gilbert Schaumm is from Portland, Oregon. However, our photographer gave us no information about himself.

The School Garden

Honduras PCV Randy Mileur from Illinois, is shown here helping another teacher and their students prepare their garden for planting. The photo was taken by PCV Joan Jorgenson who is working with him at this particular school. The students will grow vegetables to sell and buy school supplies from the proceeds. Randy is a PCV assigned to the large animal sector. Joan is from Seattle. "I work in the area of mental health which means I do everything from income generation projects with women's groups and garden promotion to giving programs on alcoholism, epilepsy and early childhood stimulation." About the school gardens—Joan says that they have been so suc-



Nick Voichick took this photo of himself and his fish farmers in Zaire.

cessful that some of the students have started gardens at home, which is not a common practice in their neck of the woods.

Fisheries

Anne Mairs, a fisheries Volunteer in Mfreatu, Bas-Zaire, sent this photo of her-

self and her group just after they harvested a pond. At Anne's left is the farmer, Tata Nyulu. Anne has a biochemistry degree from Smith College.

Also from Zaire is this self-timed photo from Nick Voichick. (It looks like they all enjoyed having their picture taken. Ah, those Peace Corps!) Nick says, "This snap was taken at a pond recolt. This pond was recolted by cutting the dike and letting all the water drain. Then we sloshed in the mud to pick up the fish. Several of the smaller fish are saved for restocking. The owner of the pond, Giamba, is the third from the left and his wife is third from the right."

PCV Lesley Schaffer in Costa Rica took this photo of fisheries PCV Miguel A. Jorge watching local fish farmer, Adan Lopez, repairing a net. Miguel is an aquatic biologist from Santa Barbara. Lesley is from Los Angeles and is an adult education teacher.

A Reminder

If you do enter the Best Shot Contest, please include as much information about yourself as you can—what your assignment is, your site, your hometown, where you went to school, what you like about the country, what is going on in the photo and if there are other PCVs in the photo, please tell us about them. And anything else you'd like to say, within reason, of course. We can never have too much information.

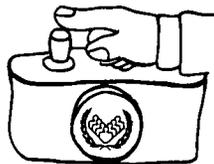
We have finally come to the end of our "back log" of photos and invite you to participate in Best Shot.



From Zaire—Anne Mairs and her farmer (at her left) display their catch from a recently harvested fish pond.



Repairing the nets is a familiar site. Costa Rica PCV Miguel Jorge watches a fish farmer in the never-ending job of mending. Photo from Lesley Schaffer.



In Honduras—Proceeds from vegetable sales help buy school supplies. Randy Mileur lends a hand in this photo from Joan Jorgenson.

Jobs In Ohio

The State of Ohio has established a clearing house for returned Peace Corps Volunteers who are seeking employment with Ohio state agencies. For more information write to: Director's Office, Ohio Department of Development, Box 1001, Columbus, Ohio 43266. Or you may call Rebecca Blatt at 614-466-3378, when you get back to the U.S.

In the next issue . . .

In our January issue we will have a Country Focus on our Volunteers in the Middle Eastern country of the Yemen. Plus a story about Peace Corps' first set of identical twins serving at the same time. Volunteers have always found that using music is a good way to teach and to make friends so we'll be highlighting some PCVs in Morocco who are doing just that. That previously promised story on Tunisia should be coming up soon. And, Tracey Glover and her friends in the Dominican Republic are working on a Times feature on their country.

ATTENTION CURRENT PEACE CORPS VOLUNTEERS

WANTED: VOICES FROM THE FIELD

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

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

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

BABES in Honduras

In 1987 Honduras' Public Health's Division of Mental Health requested 20 Volunteers from Peace Corps to work in community prevention programs focused on alcoholism and other drug abuse. Any applicant for Peace Corps service with experience in the alcoholism education and treatment field was invited to join the mental health sector.

We know that to be effective in prevention we must work with the children before they have the opportunity to use alcohol or other drugs. Prevention research in the United States has found that teaching generic personal and social skills has been an effective preventive approach. The high birth-rate in Honduras coupled with the fact that alcoholism was seen as the greatest problem for the Mental Health Division in 1988, provided the setting for use of the BABES program in Honduras.

BABES is an acronym for Beginning Alcohol and Addictions Basic Education Studies, a primary prevention program that has evolved into a total systems approach to substance abuse prevention. Now in its tenth year of development, BABES was created to help small children discover their own powers such as self-esteem and decision making plus nonjudgmental information about alcohol and illicit drugs. This is a series of stories animated by puppets.

The cocreators of BABES foresaw the

need for early education in such living skills as mandatory if children were to live lives free from the abuse of alcohol and other drugs.

In the five months that I have been working with this program, seven schools — three private and four public—have taken advantage of the program with 38 class room presentations.

Much interest has been expressed by other Volunteers in the Mental Health sector, and my Honduran counterpart was able to join me at the training sessions in Michigan this past summer. His attendance at the training insures the continuance of the program after my completion of service next spring.

With minimal changes needed by differences in customs and living styles, the stories have been translated into Spanish and the puppets given Latin names.

I would not hesitate to recommend that any country recognizing a substance abuse problem use this preventive program utilizing Social Service Sector Volunteers and/or Primary Education Volunteers. For further information, contact Theresa Frisk, APCD Social Services, Tegucigalpa, Honduras or the National Council on Alcoholism—Greater Detroit Area, Southfield, Michigan.

Phyllis Tuttle
PCV Honduras



Phyllis Tuttle, PCV/Honduras with teacher and students, Betel Guarderia Siguatepeque.

(Campus—continued)

to-date information can be relayed to country. Others have worked with the Country Director, PTO, PCMO and APCDs on research projects for SPA, Monthly Living Allowance Surveys, Medical Handbook revisions, Country Specific Handbook revisions, Orientation Videos and in-country training preparations. There is no limit as far as intern job descriptions go. We have been able to find interns to fill each internship.

The Peace Corps interns are expected to return to their campuses and share their experiences with classmates, professors, and community members. With the support and assistance of Campus Compact we have increased the development education aspect of the program. We have developed a newsletter by and for the interns. We are intent, as always, in having as many of these interns as possible join our team upon graduation.

We continue to develop ways of working with the interns before, during and after the internship. We are looking for ways that we can assist your offices with interns in much the same way that you can assist the intern in receiving this challenging and stimulating experience.

Selections for Fiscal Year 1991 interns will be made in April so that interns can be notified of their acceptance by May 1. We are interested in receiving job descriptions from country staff by March so that interns can be placed according to the skill needs of the country request.

If you would like further information about the internship program, please contact Laura Johnson, Campus Compact Intern Coordinator, Peace Corps/Washington.
Laura Johnson

Education Notes

Dean Kenneth Hoadley (RPCV Colombia) encourages PCVs to consider the Arthur D. Little Management Education Institute's (MEI) intensive, 11-month master of science in management (MSM), a degree program that provides management training for international development. The curriculum emphasizes practical strategies that are relevant to the needs of countries undergoing rapid economic change. Participants are professionals from (typically) 25 countries. At 95%, MEI has the highest international enrollment of any graduate school in the United States. The dean, participant affairs advisor, in-country training program director and many of the US alumni are RPCVs. For more information: contact Judith Francis, MEI, 35 Acorn Park, Cambridge, MA 02140. Phone 617-864-5770.

Life After Peace Corps

This is the second in a series of profiles of the CAREER CONSULTANTS offered by Returned Volunteer Services.

Richard J. Thain has been with the Graduate School of Business at the University of Chicago for 25 years and is currently Dean for External Affairs. Previously he served as placement director; as Dean for Career Development and Counseling, and as a faculty member. A veteran of the Air Force, Mr. Thain has served as a recruitment advisor for the armed services, the Peace Corps, and other government agencies. For the past six years or so, Mr. Thain has been a volunteer CAREER CONSULTANT to RPCVs in the area of business administration and generally to RPCVs in the Chicago area. He was in private business and in journalism in the early stages of his career.

A few years ago I was called upon by the Peace Corps administration as a consultant to help improve recruiting. One of the first things I noticed was a failure of some officials to appreciate that the Peace Corps is a large business, among other things. Some properly saw the Corps as a public enterprise, a patriotic outlet and a species of international postgraduate education. Some saw it also as a place for adventure and a moral equivalency of military service.

Others viewed it as a nonpreachy successor to the missionary movement. What many did not see is that Peace Corps amounts to one of the biggest consulting businesses in the world, carrying with it the seeds of advice that are quite commonly applied to commercial enterprises. Consulting firms regard themselves as educational enterprises.

As a Peace Corps Career Consultant, I have seen that RPCVs also tend not to grasp that they have been engaged in a business enterprise. Once Peace Corps officials grasped the business aspect, their approach to recruiting became more business-like. Likewise once the individual RPCV appreciates the business aspect of Peace Corps service, s/he can face the private business sector with the feeling of having gone through an experience that is translatable as business experience.

I have talked with numerous PCVs who have set up cooperative businesses, retail establishments, power stations, food distribution centers, manufacturing plants and agribusiness on every scale. The fact that many of these enterprises have been under the auspices of some government or cooperative entity rather than private business matters little. PCVs often are business managers. Volunteers have experience vouchsafed to very few business people, namely that of being entrepreneurial in founding new enterprises. This management has been carried out under trying conditions and always among people who differ from Americans.

RPCVs have numerous options. They can enter government service. Many go to graduate school as a prelude to a new career. Others go into nonprofit institutions. RPCVs seem to understand these avenues fairly well, but many still have a block against private enterprise, because RPCVs think they don't fit in. RPCVs think that the Peace Corps experience has been something so different from the commercial world as to make them unemployable in that work. This is nonsense. There are some business executives who do not understand the Peace Corps or the motive that people have



for joining it, sure, but I discover that most employers are willing to stretch their minds enough when reminded to look at RPCVs as people who have had some relevant experience. If the RPCV will stress the leadership challenges, the technical accomplishments, the managerial expertise, the people skills and human resource skills that have been brought into play, business people will sit up and listen. It is not far-fetched at all to call some Peace Corps experience "international management." Perhaps some work in Peace Corps doesn't come as close to business as other work, but most PCVs have some of the characteristics that are valued by private business. Business admires the entrepreneurial spirit, the spirit of someone that will build something new, the spirit of adventure. There is much emphasis in business on internationality. RPCVs are internationalists unlike many domestic Americans who remain monolingual and insular.

Private enterprise very much honors leadership qualities and people who have demonstrated that they can persuade other

people to work or even to command others where necessary. Businesses are looking for future managers, sure, but they are even more so looking for future leaders, people who can help keep the world running. That is certainly my definition of what a Peace Corps "manager" does.

RPCVs tend to keep emphasizing that they want to do something to better the world and frequently have a picture of business people as somehow venal because they work for money. What RPCVs don't seem to comprehend is that almost all the ills of the world are economic. World business, particularly the kind of enterprise carried on by western nations, is being emulated everywhere and viewed as the solution to the enormous shortfall in living standards every PCV has noticed in every country, including our own.

Some RPCVs will point out that they have no education for business. It so happens that more than any other field, private enterprise is open to people with a variety of educational backgrounds. Certainly it helps to have a college degree or two but people get jobs without them. There's nothing that says, however, that formal education has to be in business or economics. Some RPCVs will seek degrees in business administration. That is fine, at the undergraduate or graduate level. Such degrees can be helpful but are not essential to get a start. In the admirable American tradition, there are plentiful opportunities to gain education in business and economic studies while on the job, attending part-time school at night and weekends, whether for an additional course or two, or an MBA.

This is not to say that the private sector is for everyone. It is not an area in which the meek inherit the earth, but the average person can adjust to the competition of the business world and will probably find zest in that competition. I am of the opinion that most of the RPCVs I talk with are sturdy people, have some personal skills, and have learned how to present themselves and their ideas effectively to the world. Forget stereotypes, overcome inferiority complexes and give the private sector a whirl along with your other explorations. Talk to as many business people and educators as possible. The number of positions to be had varies somewhat with economic conditions, but the general shortage of talent ensures that there is always a need for new people. American businesses have awakened to the fact that human resources, human capital are more important than buildings, machines and money in the productivity of a society. American demographics appear to guarantee a shortage of talent of Peace Corps quality.

Richard Thain
University of Chicago
Graduate School of Business

Feature

PRA Helps Make Integrated Programming a Reality

Why a Pilot Project in Guinea-Bissau

In July 1989, Professor Timothy J. Finan from the University of Arizona conducted an In-Service Training program in Guinea-Bissau on the concepts and techniques of Participatory Rural Appraisal (PRA). The majority of the 20 people attending were Peace Corps Volunteers from Guinea-Bissau and neighboring Cape Verde and their host country counterparts working in the Health and Agriculture Sectors. Also on hand were the APCD from Guinea-Bissau and OTAPS Agriculture Specialist Weyman Fussell.

What led up to this In-Service Training workshop was concern that the jobs of Volunteers in these two Portuguese-speaking countries "were going no place," as one Volunteer expressed it. Neither the communities nor the Volunteers themselves had much interest in what they were doing; nor was there any indication that the Volunteers

knew and were responding to what the communities felt they needed.

After doing considerable research, Fussell and OTAPS Health Sector Specialist Phyllis Gestrin designed a pilot project combining In-Service Training with follow-up to test whether PRA could help bring about a community-Volunteer partnership. With Agriculture and Health Volunteers already assigned to Guinea-Bissau, it was hoped, as Gestrin commented, that the project would "forge bonds between the Volunteers, and really produce integrated programming, which is the way it is in real life." Finan was hired as the *facilitator*, to bring his strength as a field practitioner to the effort.

What Is PRA

PRA is a specialized form of Rapid Rural Appraisal (RRA). As described in the literature, RRA is a *systematic yet semistruc-*

tured activity carried out in the field by a multidisciplinary team and designed to acquire quickly new information on and new hypotheses about rural life.

The methodology is based on the idea that people's lives function as a series of overlapping systems (production, consumption, health, etc.), and that a change in one can affect all of them. If, for example, the mainstay of a village is rice production, as it is in Guinea-Bissau, then in the rainy season when planting begins, every available worker will be out in the fields. Any intervention in agriculture (the system of production) that increases labor use will put stress on the system of consumption (mother devotes less time to food preparation and child care); the health system (children show a weight loss as a result of poor nutrition); and the educational system (students drop out of school to work in the fields).

According to RRA, by interviewing villagers and observing village life a team of



Villagers from Bará stand behind ancestral images traditional in their community.



PCV Sherri Stonier takes notes as a village leader in Pelundo explains his point of view.

knowledgeable people can discover within two weeks enough information about how these systems operate within a given village to make a long-term, scientific study unnecessary for the purpose of answering villagers' needs. Analyzing the information collected and presenting it pictorially as a series of maps and diagrams will help make it easily understood and clarify where the systems overlap. The team can then list in order of priority the community's problems and best bet solutions, based on such criteria as cost, feasibility, sustainability and impact on all segments of the community.

The element that PRA has added to this methodology is community participation—

involving the community in assessing problems as well as solutions and arriving at a consensus of action that needs to be taken. For Peace Corps, this element is crucial. As the evaluation of projects funded by the Small Project Assistance (SPA) program indicates, unless people feel a project is theirs, they are unlikely to feel any interest in carrying it out; nor can an outside expert (even a Volunteer) be sure what people want or need, without asking them or knowing how they feel.

"A Volunteer should not assume," says Fussell, "that what works in one place will work in another," and gives as an example a proposal to supply a threshing machine to

villagers in Guinea-Bissau. From the technical standpoint, the threshing machine would make sense. It would prevent the rice from falling out of the bundles the men make by wrapping up the rice heads they cut from the stalks, when the bundles are carried home. On the other hand, for a number of reasons, the villagers may not welcome this new technology. They may prefer their custom of having the men use these bundles as a way of rationing the rice supply. They may also feel their system is less time-consuming, because it eliminates the steps in storing and distributing the rice that the threshing machine would involve. The point is that there may be rational explanations for why a given practice has evolved, which Volunteers need to know before they introduce a course of action.

The Project's Specific Objectives

The design for the In-Service Training combined classroom instruction with fieldwork in the village of Pelundo, 80 kilometers from Bissau, where the trainees were being housed and attending classes. The pilot project also included a PRA of the village of Bará to be done afterwards by a smaller team consisting of Finan, Fussell, the local PCV and his counterpart, and two other PCVs.

Fussell described the project's specific objectives in a briefing paper he prepared for OTAPS staff. The project was to do the following:

- (1) Equip selected PCVs and HCNs with skill in PRA methodology so that these individuals will be better able to develop appropriate project initiatives;
- (2) Test the PRA methodology by using it to



Professor Timothy Finan and PCV Michelle Marks discuss village needs with community leaders.

ICE ALMANAC

ICE Director
David Wolfe

Editor
Judy Benjamin

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 8684, 1990 K St. N.W., Washington, D.C. 20526.

identify and prioritize the needs in Peace Corps programming and training for nutrition and agriculture projects in the villages of Pelundo and Bará;

(3) Establish a basis for evaluating the efficacy of PRA methodology as an appropriate program development instrument for use by Peace Corps Volunteers and staff.

From the training, Peace Corps hoped that the Volunteers would learn how to assess the needs of their villages, how to be accepted and how to focus in on projects their villages would support.

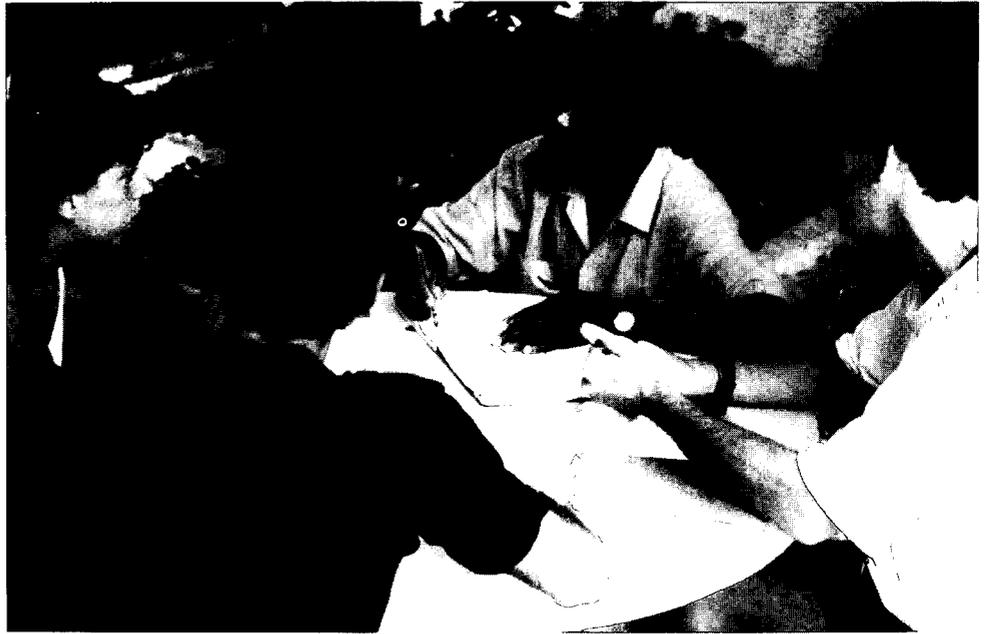
The Design of the Workshop

Professor Finan was the logical choice to initiate the training. He had been doing research in Cape Verde, spoke Portuguese, and as an RPCV, was familiar with the objectives and methods of both Peace Corps and PRA.

Finan's task was to adapt the instruction to fuse PRA to Peace Corps, which meant some modification of the methodology as currently practiced. For one thing, the multidisciplinary nature of the team would be limited, as integrated programming in Peace Corps usually refers to Volunteers from two different sectors working together. They would need to be able to distinguish, therefore, between the kind of general information required to have a composite picture of a community versus the more detailed data related to their specific assignments.

Also, PRA methodology was being employed mainly by international donor agencies coming into a community to fund a project. If a Peace Corps PRA team were to introduce itself at a community-wide meeting as these other agencies do, the community might expect the same type of financial assistance to be forthcoming from Peace Corps. Instead, Volunteers would have to try a more gradual approach to gain the community's willingness to work on its own behalf in partnership with Volunteers.

The design of the workshop called for spending the first two days in class studying the ideology and techniques of PRA. In addition to listening to lectures and reading source material, the trainees practiced what to look for when a PRA team visits a community and how to talk with people individually and in groups to find out additional information. They learned about group dynamics and how an individual's opinions are affected by the group. They were taught how to conduct an interview as a focused conversation, not a question and answer session. They were taught to make a topic outline and memorize it to avoid reading and taking notes, allowing the conversation to flow more naturally. They learned the importance of finding the right place to talk with people. Asking farmers how they irrigate their crops, for example, will pro-

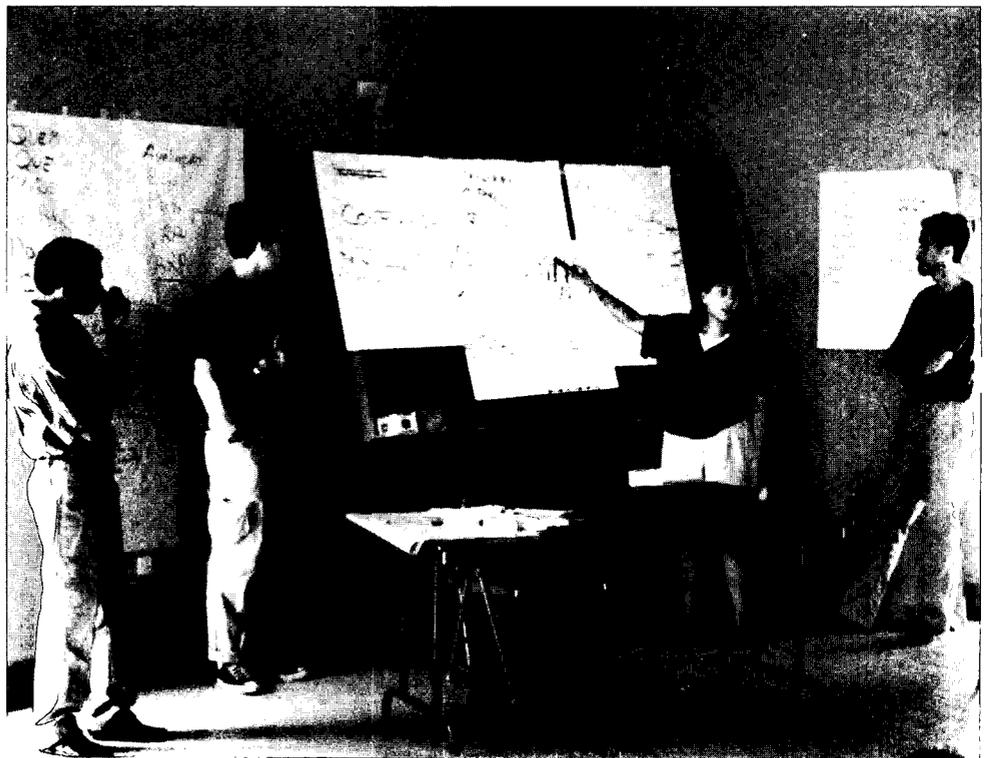


PRA team members discuss findings from the day's field activities. (Left to right: PCV Michelle Marks, PCV Alan Rush, HCN Rural Extensionist Garces Saldanha and PCV David Strine.)

duce more accurate, honest answers if the conversation occurs while observing them working in the fields, not sitting at home. Through role playing, they practiced how to put the interviewee at ease, letting the person know you want to hear his or her opinion, and be patient when the response is not on track.

Before going to Pelundo, the trainees were divided into four groups—one to concentrate on gathering information on general village characteristics; another, on production; the third, on domestic life; and the fourth, on the system of health and education in the village.

The first day of fieldwork was spent in



PCV Michelle Marks presents the findings of her PRA subteam for group discussion.

making introductions, particularly to the local leadership, as well as contacting individuals suggested by the PCVs as best able to supply the needed information.

The following day in class the groups synthesized the information, reproducing it in graphic form for the villagers to understand the implications and verify the data when the trainees returned the next day to talk with them again. The production/agriculture group prepared calendars to show the schedule for planting and harvesting different crops and the workforce required. The group characterizing the village prepared a transect, showing variations in land use and agricultural production around the village. Also, sketch maps were drawn, illustrating where there were educational, medical, recreational facilities; where rich people/poor people lived; where there were flatlands and swamplands, with different soils and different rice planted.

Afterwards, discussing the information with the group at large, the teams clarified their thinking about additional facts they needed to know. Further interviews and observations the next day filled in the missing pieces.

After completing their information gathering, the groups were ready for the next phase—analyzing the data. On one set of flip charts, they listed the problems they had identified, with their possible causes and consequences, and on a separate set, those problems the villagers had identified. Discussing and analyzing the lists to arrive at possible solutions eventually produced a consensus of best bets that could be translated into Volunteer projects.

In addition to reports by the subgroups on their activities, the Volunteers individually or with their counterparts prepared PRA designs they could use in assessing the characteristics and needs of their own villages to develop appropriate projects. These designs described the purpose, the general areas to be investigated, types of questions raised, the techniques followed, the composition of the PRA team, the potential target population and the time required to do the assessment.

With the help of her counterpart, the Agriculture PCV assigned to Pelundo began to investigate the likelihood of implementing the project that had evolved from the Pelundo PRA. From their assessment, the trainees had concluded that the key problem for her to address was the lack of adequate nutrition and declining health of infants and toddlers during the rainy season, when their mothers are working in the fields instead of being at home preparing lunch. They suggested gaining the support of a local association to reactivate a preschool center to care for young children while their mothers are working. They also suggested starting a vegetable garden on land owned by the association, to introduce

some new, nutritious food sources into the villagers' diet during this period of scarcity.

To achieve the necessary community involvement in the project, the team worked out a strategy whereby the PCV would contact a network of formal and informal leaders within the village to present the project plans for final approval and support.

For the PCV in Bará, who had been working in a clinic weighing babies, the consensus of the team doing the PRA was that he should concentrate on the nutritional status of the babies who come to the clinic, specifically to see if something could be done to reverse the weight loss experienced

new identity for themselves within their communities.

As Fussell reported, the two PRAs produced greater understanding, both on the part of the villagers and the PCVs: *The PCVs who had resided in the two PRA villages for ten months prior to the needs assessment were surprised to discover how much they did not know about the social dynamics and felt needs of their communities . . . and from the villagers' viewpoint . . . Even though a PCV had been in each site for ten months, there was uncertainty within the village community with regard to why the PCV was there.*

Follow-up will indicate how well the trainees assimilated their new knowledge, but judging by individual evaluations and how well the field assignments were carried out, Fussell concluded that the training, especially the fieldwork, had been effective: *Involvement of the trainees in the execution of a PRA in an actual village situation is a valuable training strategy. The experience is realistic, fosters enthusiasm, offers an open-ended learning opportunity and provides a chance to evaluate and monitor the trainees' progress under true-to-life circumstances.*

Steps in PRA

Participatory Rural Appraisal as utilized by PC consists of the following general steps:

1. Review of secondary information (e.g. reports, maps, descriptive profiles);
2. Introductory visit with community leaders;
3. Field exercises for information collection (e.g. interviews, maps, transects, group meetings with the community, etc.);
4. Information synthesis and analysis (through group meetings at the end of each day of field activity);
5. Summary of community's expressed needs (paired with identified constraints and opportunities);
6. Community meeting for consensus building for adoption and implementation of project plan;
7. Follow-up and evaluation.

by babies being weaned. Apparently, the mothers recognized the problem but did not know what to do other than wait it out until their babies were old enough to digest regular food. The team suggested that the Volunteer initiate a pilot project with a group of mothers to test adding to the babies diet a food supplement marketed by a German donor agency. This would require getting help from the local nurse and the traditional health practitioner to win the mothers' confidence.

Positive Results

Follow-up will show whether these projects have been implemented and how successful they have been. Their workshop evaluations clearly indicate that the Volunteers themselves were enthusiastic. They saw a new purpose to their own work and a

The Future

Peace Corps will be doing considerably more testing of PRA as a tool for training Volunteers and programming staff. Both Fussell and Finan see it being tried at three levels: Pre-Service Training for Volunteers, In-Service Training for Volunteers and In-Service Training for APCDs.

They believe that Pre-Service Training in PRA theory and methodology would be useful for all Volunteers. Understanding how a community functions, Volunteers would then recognize that they are not there to work in isolation performing one specific job but to spur the community to act on its own behalf. "Too often," Finan notes, "PCVs tend to think only of their own job assignments; PRA could impress on them that they are there to be development change agents."

Through role playing, PCVs could learn the technique of interviewing—how to introduce oneself, for example, clearly and frankly to the person being interviewed—and evaluate each other's performance. By walking around the vicinity of the training center and reporting on what they see, they could learn the techniques of focused observation, and then from making maps, charts and diagrams, learn the PRA techniques for presenting data. Peace Corps/Thailand is trying a PRA training model such as this in its Pre-Service Training of Volunteers working in an Accelerated Rural Development program.

(Continued on page 18)

Integrated Programming in Paraguay

This report on Integrated Programming is derived from the Description of Works (DOW) that Peace Corps/Paraguay prepared for the June-August 1989 Training Class for Volunteers assigned to the five projects that comprise Peace Corps/Paraguay's Agriculture and Natural Resources Sectors.

Peace Corps/Paraguay's Integrated Programming strategy was developed as a result of a pilot project in which Volunteers assigned as nutrition extensionists, sanitation inspectors and rural nurses worked together to improve health conditions in rural Paraguay. "The development of a truly integrated programming strategy requires a great deal of dedication and effort on the part of a country's programming team," says Peace Corps/Paraguay Director Don Peterson. "The implementation of this strategy is based on the philosophy that site selection for Volunteers in each project must be accomplished with the collaboration of all Program Managers and cannot be treated as an isolated exercise for each project."

Over 75 percent of Peace Corps/Paraguay's current Volunteers have been assigned to Volunteer working groups, or "nuclei," which are comprised of four to seven Volunteers from complementary project areas. Volunteers in agriculture extension and agroforestry, for example, work together in their nucleus to promote integrated soil conservation and agroforestry projects. In some cases, rural cooperatives are used as the coordinating agency for a nucleus, which may include Volunteers from the Small Business/Microenterprise, Health, Agriculture, Natural Resources and Education Sectors.

One reason the integrated approach appeals to Peace Corps/Paraguay is because it enables Volunteers to share their knowledge and experience, important in a country where few other resources exist. Each nucleus also serves as a built-in support group that helps Volunteers adapt to the local culture.

Another appeal of Integrated Programming is its efficient use of staff. Regardless of his or her specialty, each Program Manager (APCD) is responsible for the development and maintenance of several Volunteer nuclei within a given geographical area. "In this manner," says Peterson, "we can have one Program Manager visit an area and provide support to all of the Volunteers in the nucleus, rather than have several Program Managers each visit the same area to provide support to the Volunteer in his or her sector."

Originally, Volunteers and counterparts met monthly with the Program Manager as-

signed as a coordinator, but this formal system proved unrealistic, and flexibility is now the rule. "We can establish a structure," says Peterson, "but it's the Volunteer who must take the initiative to seek out and use resources." Volunteer supervision and guidance now takes place through the use of periodic site visits and quarterly work-plan reviews, which are conducted with every Volunteer.

Volunteer site selection is based on the design described in Peace Corps Integrated Programming System [predecessor of the Programming and Training Systems manual]. Peace Corps/Paraguay adapted the design in developing its own site selection questionnaire, which is used by APCDs to gather information about communities and potential Volunteer activities. Community analysis also has been incorporated into Pre-Service Training, especially for Volunteers who will be assigned as extensionists. In-Service Training, although devoted largely to language instruction, has provided Volunteers with additional insights by stimulating discussions concerning problems they encounter while working with their communities and counterparts.

Knowing and responding to community demands, however, may not always be the answer. Peterson notes, "A community may expect a nurse to provide direct medical service, while Peace Corps' philosophy is to develop preventive, educational health

programs and local health-care capacity. Sometimes, Volunteers get caught in this trap: They find themselves becoming employees and servants to their posts. Developing local capabilities and changing attitudes and practices is a long-term process. For this reason, we make a commitment to a given nucleus for at least three generations, or six years, and try, whenever possible, to provide an overlap between Volunteers so that they can pass on their experiences."

Peterson is leaving Paraguay to become the Peace Corps Director in Bolivia. There, he hopes to repeat the success that Peace Corps/Paraguay has had with Integrated Programming.

* * *

Background

Peace Corps/Paraguay's integrated programming strategy has been in the development stages for several years and was originally suggested by Volunteers who had served in Paraguay in the past. Volunteers in the Health Sector initiated the first attempt at coordinating development activities: Rural Nursing Volunteers collaborated with Sanitation Volunteers on complementary projects to promote health.

During a Close of Service conference in 1986, Volunteers suggested that a coordinated program be developed based on this experience. As a consequence, Peace Corps/Paraguay prepared a pilot plan for Integrated Programming, which was presented to Volunteers during the July 1986 All Volunteers' Conference.



Assigned to promote Small Enterprise Development, PCV Rosemary Knapp helps an artisan spin cotton.



A Volunteer works with farmers in Paraguay on a crop extension project.

To implement the strategy, four Departments were selected: San Pedro, Caaguazu, Caazapa and Guaira. These were chosen because (a) their rural nature and lack of government services indicated they could benefit from the assistance Peace Corps could provide, and (b) a majority of the Volunteers were already assigned to these Departments, which made the organization of Volunteer working groups less complicated.

To promote interest in this integrated programming initiative among government organizations, throughout the month of September regional meetings were held with representatives from the Ministries of Education, Health and Agriculture participating. The pilot project was given the name *Programa de Accion Desarrollo Integrada (PADI)* and introduced to Peace Corps trainees in February 1987. After making adjustments in response to an evaluation, Peace Corps/Paraguay adopted integrated programming based on the PADI model as its exclusive programming strategy.

Strategy

Peace Corps' integrated programming strategy is designed to help coordinate Peace Corps development activities in rural areas. This coordinated approach is intended to integrate activities in each of the program sectors. Volunteer sites are chosen within close proximity to one another, with each Volunteer having different, complementary technical skills. Each group, or nucleus, coordinates its work among the Peace Corps Volunteers and their counterparts within the nucleus' operational zone.

The goals of the strategy are twofold: (1) to promote the coordination of rural leaders' efforts to address community needs and (2) to identify joint projects in Health, Agriculture, Small Enterprise Development, Natural Resources and Education that would

benefit several communities within a nucleus and utilize the skills and experience of neighboring PCVs and host country counterparts or agencies.

Operating Principles

Members of a nucleus are located in the same district and are geographically close to each other. (Sites are five to fifteen kilometers apart.) The number of Volunteers assigned to each nucleus, as a rule, is no less than four and no greater than seven.

Assignment of Volunteers is done with the collaboration of the communities affected and the institutions involved in the particular programs. Volunteer sites are selected to provide continuity for projects initiated by previous Volunteers and complement the work of current Volunteers. Peace Corps/Paraguay is committed to assigning Volunteers for a prolonged period (up to six years) in each nucleus.

Every effort is made to assign new Volunteers to nuclei where current Volunteers are already working. In this manner, it is hoped to maintain a combination of experienced and new Volunteers in each nucleus in order to help the new Volunteers adapt.

Each nucleus is treated individually according to locally identified needs. Each Volunteer's primary assignment is to develop projects with his or her community. (Approximately 80 percent of the time will be spent on local community activities and 20 percent on collaborative efforts.) Volunteers are encouraged to utilize the nucleus structure as an external support system for local activities.

Some Implications for Training

Peace Corps/Paraguay is dedicated to integrated programming and will continue to

place Volunteers, wherever possible, according to the operating principles described above. Most importantly, Peace Corps/Paraguay emphasizes the long-term programming strategies recommended in the Peace Corps manual, *Programming and Training System*.

It is important that as part of their training, all Volunteers receive a standard introduction to integrated programming strategies. The main emphasis of this orientation should be the identification and utilization of local resources. Resource identification is a useful skill for all Volunteers.

Integrated programming poses some potential challenges to the second- or third-generation Volunteer in a site. He or she must be able to analyze effectively the current state of projects implemented by previous Volunteers. Accordingly, trainees must have the opportunity to examine site reports, community analyses and other documentation, so that they can develop the ability to analyze and verify data. While conducting site visits, trainees should be encouraged to interview potential counterparts, community leaders and agency representatives, so that they can learn how to gather information and identify potential resources. They will then be in a better position to carry out their mandate of promoting rural development.

(Feature—from page 16)

Once Volunteers have been on the job for three to six months and are familiar with the local language, they can profit from In-Service Training in PRA, gathering information on the communities where they are assigned and refining the nature of their jobs. An APCD from Senegal who attended some of the workshop sessions hopes to implement a PRA In-Service Training program for Volunteers whom he supervises.

Not all Volunteers need to do assessments of their communities. When a Volunteer is assigned to an on-going project and succeeding another Volunteer, there may be no reason to do a PRA. The necessary information is known and being acted upon. Where a site is first being investigated as a potential Volunteer assignment, however, then PRA can be a valuable tool. Fussell reported that the information the PRA produced on Pelundo and Bará was significantly more comprehensive and also more insightful than the information that had been originally used by Peace Corps in making the site selections and defining the Volunteers' jobs. Fussell pointed out that *considering the investment that goes into a program commitment in terms of money, human resources and political capital—the four to eight days necessary to do a well-structured village needs assessment and site evalua-*

tion seems to be a prudent investment. Finan believes that the PRA could be a joint enterprise between Volunteers and APCDs, refining the Volunteers' assignments and producing a document against which to measure their effectiveness.

PRA and Peace Corps are still in the process of being introduced to each other. Instructional materials designed for Peace Corps are needed, and for different types of training—for Pre-Service, In-Service; for Volunteers, APCDs.

Another issue to consider is who does the PRA. As it is a multidisciplinary approach, PRA lends itself to integrated programming, to having Volunteers from different Sectors work together assessing the problems and needs of a given community.

A PRA team may also include representatives from agencies working in the community, as well as community leaders. In fact, one area Peace Corps has yet to explore is the extent to which villagers themselves can do their own PRA, with Volunteers serving as resource persons.

This, in turn, brings up the final question—how to gain community consensus on which problem takes priority and what to do about it. A Volunteer may find this to be a slow process of building close relationships with people, so that they understand what the Volunteer is trying to do and will speak frankly about their concerns.

PRA is still under study in Peace Corps, but the approach holds out promise. As Finan suggests, "It greatly increases the potential impact of Volunteers. If I'd had the skills PRA teaches when I was a Volunteer, the process of adaptation and integration into the community would have been so much easier for me."

Postscript

Editor's Note: This Postscript is taken from a briefing paper OTAPS Program Specialist Weyman Fussell prepared for the workshop in Guinea-Bissau (see Feature article) on Participatory Rural Appraisal (PRA). We are reprinting it here because we feel its message speaks to and for all Peace Corps Volunteers.

* * *

We spent several days in each of the villages of Pelundo and Bará. We were graciously invited into the homes of the community, joined the men and women at work in their fields, shared food at their tables, drank their wine, joked with the children, talked about our aspirations and exchanged questions about the quality of life in our respective countries. Throughout it all, we were struck by the sense of well-being and absence of compelling felt needs among the

village residents. The village environment was idyllic in a pastoral sort of way; yet according to North American standards, the people worked too hard and ate too little, infant mortality was too high and the general conditions of health and sanitation left much to be desired.

During the off-hours, we pondered this paradox. The apparent inconsistency between our perceptions and those of the villagers seemed to be a matter of cultural values and beliefs. This line of thought led us to wonder to what extent it is indeed appropriate for outsiders such as ourselves

Small Project Assistance Program (SPA)

SPA is a unique program that joins the human resources of the Peace Corps with the financial resources of the Agency for International Development (AID). Established in 1983, the Program currently supports small self-help efforts through direct grants to community organizations through 40 Peace Corps posts.

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

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

Funds are available through PC/Washington to provide In-Service Training for PCVs and HCNs and to provide countries with program consultants. TA activities stimulate and/or directly support SPA projects. Volunteers interested in a SPA grant or technical assistance contact their Peace Corps country offices.

A recent evaluation, which sampled 94 projects in 11 countries, gave SPA high marks. Calling SPA "a powerful tool for grassroots development," the evaluation team reported the following among its findings and recommendations:

- The SPA Program has provided the opportunity for successful sustained projects at the grassroots level, which have obtained success rates of about 75 percent in meeting their objectives and an 85 percent sustainability rate . . .
- Where projects incorporate community roles in the responsibilities of project planning and management (as intended in the SPA Program), the projects have higher success rates than those in which the Peace Corps Volunteer takes sole responsibility . . .
- Because of SPA, Peace Corps now is often seen as an agency involved in development assistance complementary to local activities; and SPA has demonstrated in many instances the capacity and value of Peace Corps Volunteers in development work . . .

- Peace Corps Volunteers who have conducted SPA projects feel largely positive about their relations with their communities and the effects of these projects upon their communities. Ninety-four percent would use SPA again . . .

When the evaluation team asked Peace Corps and AID officials involved with SPA what it takes to produce a good SPA project, the characteristic most often cited was *community involvement*: The project should be initiated by the community and be viewed as a community project. The need for the project should be clearly established and be given priority by the community, indicated by its willingness to commit its own resources. Respondents noted the importance of having the PCV establish good relations with the community, as well as understand the objectives of SPA and exercise good judgment in monitoring the project.

Another decisive factor, they felt, was *support from experienced personnel*. They recommended that Volunteers seek help from APCDs in preparing proposals so that a clear and up-to-date budget is presented; the feasibility of the project, demonstrated; and its objectives, technical details and timing, clearly defined.

The evaluation team recommended that Volunteers receive more training—in project design, accounting and budgeting, project management and monitoring, and community development and training—so that a community is organized for self-help.

Summing up its evaluation, the team indicated that even failures can be seen as a mark in SPA's favor:

A core tenet of the program is to encourage 'self-help' and, as with all self-help, boot-strapping efforts, it should be expected that there will be belly-flops as often as soaring flight. In fact, if there aren't a fair number of 'failures,' it probably should be concluded that not enough chances are being taken, not enough opportunities seized. Grassroots development is not about caution, it's about trying in spite of the difficulties.

to tinker with a society's cultural foundations. Likewise, in order to generate an opportunity to make changes in the life of the villagers, must we inadvertently create in their consciousness a sense of ill-being and discontent? What are the limits to the role of outside development agents in catalyzing community change?

If the answers do hinge on the issue of values and beliefs, what exactly does this

imply—and what do we mean by values and beliefs?

It seemed to us that *beliefs* are ideas concerned with how the world is put together, that is, concepts of reality, such as, "Disease is caused by spiritual disorder," versus, "Disease is caused by germs." We tended toward the conclusion that it is consistent with human nature to want to understand more about how the world is put together, so

we concluded that it is a proper role of a change agent to engage in exchange of knowledge about fundamental truths.

Values, we decided, may be a different matter. *Values*, we concluded, are ideas about the way things *should* be. For example, "The wives in a polygamous family should pool their agricultural produce for the benefit of the entire household," versus, "Each wife is responsible for feeding only herself and her own children within the household unit." The danger from many development interventions is that judgments are sometimes made by outsiders about what is needed in a village without due respect for the proprietary nature of a community's *values*. This may be complicated by confusion over distinctions between *values* and *beliefs* in the minds of outsiders.

Our reasoning brought us full circle in our effort to identify the felt needs of our host community. The process that we were using was founded upon the idea that any development initiative would be doomed to failure if it is not consistent with a community's *values* and *beliefs*. How far should we go in attempting to influence these values and beliefs in order to promote our enlightened ideas about what the future should be? Should we seek to overlay our values on those of the host community? We decided that the answer is no.

We grew comfortable with the process that we were employing. When properly applied, PRA seems to be well-suited for maximizing possibilities and placing intervention activities in step with the community value system. *Beliefs* are perceptions about what is possible; the PRA process works to help the community generate ideas about what is possible. *Values* are perceptions about what is appropriate; the PRA process allows the community itself to decide what is most appropriate from among the possibilities.

We became increasingly confident that the PRA methodology is especially effective in addressing Peace Corps' goal of understanding other cultures and encouraging development consistent with the values and felt needs of the peoples those cultures represent.

Weyman Fussell

Farmer-To-Farmer Program (FTF)

The Farmer-To-Farmer Program sends experienced, U.S. agriculture professionals as Volunteer consultants to assist host country farmers and the PCVs with whom they work. These consultants can serve for four to sixteen weeks in a broad range of agricultural disciplines: animal husbandry, horticulture, fisheries, agroforestry, grain storage, irrigation, apiculture, etc. Through FTF, PCVs in agriculture and related projects receive focused skill training while providing the cross-cultural linkage to enhance the transfer of knowledge from the specialists to counterparts and host country farmers.

FTF is a collaborative effort: The private agency, Volunteers in Overseas Cooperative Assistance (VOCA), administers the program and recruits the appropriate VOCA volunteer in response to requests initiated by PCVs. Project managers (APCDs) help the PCVs to outline the specific objectives for the desired technical assistance. FTF/OTAPS in Washington corresponds with the APCDs and PCVs to clarify technical and logistical questions, and then works with VOCA in recruiting and briefing the VOCA volunteer. Funding for the FTF Program is provided through AID and covers all travel and living expenses for the VOCA volunteers.

An FTF example from Western Samoa: Conservation and Parks PCVs Everett Bishop and Shirley Thoms asked for a horticulturalist/landscape architect to help reestablish two botanical gardens. The gardens are to be incorporated into Western Samoa's conservation and agricultural education programs. VOCA volunteers Mary Lee and O.A. Jolly Batcheller, former chairman of the Ornamental Horticulture Department at California Polytechnic Institute, were sent in response to the request.

The Batchellers took on a variety of tasks while in Western Samoa. During the two-month assignment, Mr. Batcheller helped devise a mist system to improve root propagation in the dry season. He also led two workshops on basic hor-

ticulture, including plant structure, root systems and plant growth. The 41 participants included the top workers from the National Parks and Forestry Service as well as PCVs and their counterparts. After Mr. Batcheller demonstrated the basics of pruning and grafting, the participants practiced their pruning techniques in the Vailima nursery. This hands-on training offered the workers a chance to practice while simultaneously improving the gardens.

Mr. Batcheller designed a record-keeping system and locator chart, which will allow the Park System to map the gardens and monitor plant growth. He also initiated a plant collecting tour to increase the number and variety of plants in the garden. Mrs. Batcheller, an experienced librarian, worked with the PCVs and park staff to reorganize and expand the botanical garden library. She also advised the Samoan staff on how to better preserve the books in a humid climate.

Upon visiting the two parks at the beginning of his assignment, Mr. Batcheller stated, "We have visited Vailima and Togitogiga, and frankly they represent the most challenging task I have encountered in 51 years in horticulture." Fortunately, with the combined effort of PCVs, Samoan park workers and VOCA volunteers, the botanical gardens are on their way to becoming resources for agricultural education in Samoa.

Since 1985, VOCA has sent a total of 183 volunteers to 36 countries; 28 VOCA volunteers have assisted PCVs in 18 projects in 12 countries during the past two years.

If you are interested in having a VOCA volunteer assist your project, contact your APCD or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington. NOTE: Detailed program information and request guidelines have been sent to all countries for distribution to PCVs in Agriculture, Natural Resources and Fisheries. If you have not received an FTF packet at your site, request one from your APCD.



Networking



CLARK UNIVERSITY
950 Main Street Worcester MA 01610-1477

Peace Corps' interest in Participatory Rural Appraisal (PRA) is related to its efforts to integrate agricultural and health initiatives into an expanded rural development program. For other organizations, particularly those working in Africa, the impetus for PRA has come from environmental concerns—how to protect natural resources, declining rapidly in Africa as the population increases.

The Networking section of the ICE ALMANAC that featured *Conservation Education* (November/December 1988) contained brief descriptions of environmental organizations. Among them were two that have been promoting the movement towards PRA. One is the London-based International Institute for Environment and Development (IIED), which pioneered the research that led to PRA; the other is IIED's former affiliate and funding source, the World Resources Institute (WRI), located in Washington, D.C. Through its project, *From the Ground Up*, the institute has been supporting the expansion of PRA to eight African countries.

Much of the initial research on PRA as an instrument for resource management was done in Kenya, under the sponsorship of Kenya's National Environment Secretariat (NES) of its Ministry of Environment and Natural Resources. The guiding force for this research was Clark University in Worcester, Massachusetts.

Clark's Program for International Development and Social Change, known simply as its International Development (ID) program began in the mid-1970s when faculty members from related departments in the physical and social sciences met together to discuss how they could collaborate with each other to focus more effectively on one of the pressing problems of the Third World—environmental constraints to development. The resulting two-year, interdisciplinary research project, supported by the Rockefeller Foundation, led to the decision to create a permanent ID program, combining teaching and research.

A unique feature of Clark's ID program is that it is open to undergraduate as well as graduate students. Undergraduate liberal arts students can major in international development, or have a double major, international development combined with a related subject. They may also enroll in a five-year international development program and receive both a B.A. and an M.A.

Volunteers interested in doing graduate work in international development are eligible for a fellowship, which Clark awards annually, providing a full scholarship and a partial teaching stipend. Clark's graduate-level program also offers fellowships to mid-career professionals from developing countries for training in management skills.

In addition to formal courses, Clark has conducted short-term workshops, in the U.S. and in other countries, on development issues; environmental training seminars in a number of African countries; and a four-week summer program for people working in resource management in Southern Africa.

Clark's facilities serve to complement its education/research program. Clark's documentation center is especially strong in materials on development in Africa. Its map library also is extensive and its cartographic laboratory has developed software for a geographic information system (GIS) designed for microcomputers, which will be especially useful for planners in developing countries to analyze trends and recommend appropriate policies.

Clark's program focuses on four major themes: rural development; natural resources; management systems; and women in development.

Its Center for Environment, Technology and Development (CENTED), which the ID program helped to establish, coordinates the various research projects. Through a cooperative agreement, the Center is participating in AID's Settlement and Resource Systems Analysis (SARSA) project to assist

developing countries with their regional planning. The intention is to build a local institutional capacity so that not only the planning decisions but the research as well may be done by local institutions.

Clark's chief research in PRA is taking place in Kenya. The impetus came from a study it had undertaken with Kenya's National Environment Secretariat to see why one small, semiarid section of the country, Katheka Sublocation, was willing and able to undertake conservation projects on its own. The crucial element, the team concluded, was viable local institutions and leadership. Active and well-organized local institutions and committed leadership have been the most important elements in the community's effective resource management. . . . The activities have gone well because the ideas were considered, discussed, designed, and eventually 'owned' by the village leaders and groups that implemented them.

Another key to Katheka's success was its capacity to manage its own technology. Technology in Katheka seems to work best where the rate of introduction comes at a pace that the community can absorb, while carrying on with its daily seasonal calendar of planting, weeding, producing, harvesting, and storing.

Working jointly with Clark, NES several times sent staff and local extension officers to Katheka to observe and discuss the community's organization and conservation techniques. Hearing about Katheka from one of the extension officers, the neighboring sublocation of Mbusyani sent ten of its



Women from the Zvishavane district of Zimbabwe discuss plans for a market garden, proposed as a result of a rural appraisal initiated by Clark University.

women's group leaders, a senior chief and assistant chief, and the chairperson of the Farmers' Cooperative Union to Katheka to see what aspects of Katheka's natural resources management achievement might be applicable to Mbusyani. With their approval, Mbusyani then became the test site to tailor the lessons learned at Katheka into a PRA methodology for developing resource management plans for other communities.

A PRA team, consisting of NES staff, local extension officers and the codirectors of Clark's ID program, Barbara Thomas-Slyater and Richard Ford, spent time at Mbusyani gathering data; then analyzing and presenting the information in graphic form at a meeting of community leaders. The meeting enabled the varied constituencies to discuss and eventually to formulate a VRMP (Village Resource Management Plan) that includes the following: (1) priority activities; (2) institutional responsibilities to do the work; (3) a schedule; (4) needed training for villagers; (5) external inputs, if needed; and (6) the duties of technical extension officers.

Although problems still remained, the successful outcome of the team's work at Mbusyani helped to refine the PRA methodology. The team found that although, as expected, women were reluctant to speak out, interacting with the group informally over lunch, they were more willing to express themselves.

The team also found that having data available and presenting it graphically were important to the community's decision making. *Villagers, even those with little formal education and limited language skills, have no trouble comprehending the idea of, for example, sustainability, but it must be presented in symbolic form. . . . The emphasis on visual presentations such as charts, diagrams, and maps made a big difference in stimulating exchange as the diagrams provided common ground that all could understand, regardless of language.*

Finally, the team recognized the importance of having outside input—technical officers participating from the very beginning to insure their support and NES or a comparable, influential agency acting as a catalyst. *No matter how much self-help is present in a rural community, villages have difficulty making major improvements in resource management simply on their own initiatives. . . . What seems to work best is a slight external nudge or stimulus to make the existing systems work better.*

Based on these principles, Clark, NES and Egerton University offered a training course in PRA in May-June 1989. The course was for staff from governmental and nongovernmental agencies involved in natural resources management. Participants spent the first week in class, learning data gathering techniques and analyzing any published material on the socioeconomic

and ecological conditions of the two villages selected for study. The next two weeks they spent in the field as PRA teams, observing the characteristics of the villages, interviewing village leaders and gathering data. Through sketches, maps, diagrams and other graphics, they depicted the life of the village, traced its history and highlighted the ecological and population trends. In their final week at Egerton, the trainees analyzed the data, listing the problems and possible solutions, to arrive at a resource management plan.

Clark is working with NES, developing a PRA Handbook and a video tape that can be used in conjunction with the training program. Referring to PRA as a *data-economizing approach . . . suitable for decision making*, the Handbook details the entire process from organizing the team, selecting the site, studying available documents, gathering data, analyzing and presenting the information to the community and developing a resource management plan. Examples illustrate the text.

Clark has used this format in training AID officers in PRA techniques. It also is proposing to AID another SARSA pilot project to test how a computerized geographic information system can be used with PRA to improve rural resources management in a regional context. Working jointly with Egerton University, the researchers plan to concentrate on the area surrounding Lake Nukuru National Park. An exchange of professors from the two universities is being proposed. Eventually, it is hoped that the project will lead to a larger research effort integrating geographic information systems with PRA to develop regional resource management plans. The project will also enable Egerton University to build PRA into its regular course of study for training extension officers.



A women's group in Katheka gets some technical assistance in doing bench terracing as part of the community's water development efforts.

Books, Books, Books

ICE is offering the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in **The Whole ICE Catalog**. To order, write to Peace Corps Information Collection and Exchange, Room 8684, 1990 K St. N.W., Washington, D.C. 20526. **This offer is for PCVs and PC staff only.**

AGRICULTURE

- AG044 Western Fertilizer Handbook
- AG150 Sheep and Goat Science: Animal Agricultural Series
- AG151 Perma-Culture One: A Perennial Agriculture for Human Settlements

(Continued on page 24)

Peace Corps Times

Sector Updates

NOTE: ICE has received the publications described below since the September/October 1989 issue of ICE ALMANAC. They are for the use of Peace Corps Volunteers and staff, and ICE makes these publications available to them free of charge. If (RP) precedes the ICE Publication Number, Volunteers must describe how the publication relates to the projects they are working on when requesting it from ICE. (IRC) indicates ICE distributes it only to In-country Resource Centers or Peace Corps staff. All the other publications listed are made available to Volunteers, without restrictions. We include the price and the publisher of each title for the benefit of our non-Peace Corps readers.

ENERGY

(RP) EN040—**Running a Biogas Programme: A Handbook**, by David Fulford. 1988 (IT Publications Ltd, 103-105 Southampton Row, London WC1B 4HH, UK) 187 pp. \$19.50.

Extensive discussion of biogas, particularly its justification as an energy alternative. Assumes some prior knowledge of biogas principles and physics. Recounts research and development efforts, outlines prerequisites for organization and management of biogas programs, offers a variety of biogas plant designs and reviews the fundamentals of operating a biogas plant. Appendices offer more detailed information on design and research techniques. Substantial graphs and tables demonstrate technical conclusions.

FORESTRY/NATURAL RESOURCES

(RP) FC069—**Planning for Agroforestry with Special Reference to Low Rainfall Areas**, by Susan Huke and June Plecan. 1988 (Save the Children, 54 Wilton Road, Westport, Conn. 06880) 68 pp. \$4.00.

Succinct, practical handbook for preliminary planning of agroforestry projects, with explanations of elementary technical concepts that can be widely applied.

(RP) R0073—**Planning National Parks for Ecodevelopment: Methods and Cases from Latin America**, by Kenton R. Miller. 1989 (Peace Corps ICE) 646 pp.

A comprehensive, two-volume encyclopedia on parks development and management, useful as a reference. Relates park planning to economic, ecological, scientific and cultural concerns. Presents case studies from Latin America to illustrate specific

methods for dealing with park and wildlife management, from developing policy to classifying regions and species.

HEALTH

(RP) HE226—**Partners in Evaluation: Evaluating Development and Community Programmes with Participants**, by Marie-Therese Feuerstein. 1986 (Macmillan Publishers Ltd., Houndmills, Basingstoke, Hampshire RG21 2XS, UK) 196 pp. \$3.58.

A hands-on guide for lay persons or community organizers who are not experts in research and evaluation. Written in a straightforward manner, uses common terms to explain complicated concepts. Topics addressed include understanding evaluation; planning and organizing resources; using records and existing data; understanding survey methods; and making use of results. Illustrated with line drawings and photographs. Layout is in outline form for easy reference. A valuable manual for field workers and counterparts alike.

SMALL BUSINESS—MICROENTERPRISE DEVELOPMENT

(RP) SB103—**Learning Elements for Staff of Agricultural Cooperatives**, by Malcolm Harper. 1985 (International Labor Office, CH-1211, Geneva 22, Switzerland) 176 pp. \$14.00.

A series of four units designed by the MATCOM (Training for the Management of Cooperatives) project on the development of agricultural cooperatives. Each unit treats a different but integral aspect of the subject: the basic economics of agricultural cooperatives, particularly with respect to marketing, supply services and operations; the planning aspects of cooperatives, using a problem-solving approach; necessary steps in preparing a budget; and specific considerations, such as costs, records and security. Simple layouts and line drawings accompany the texts.

(RP) SB109—**Rural Savings and Credit Schemes: Material for Management Training in Agricultural Co-operatives**. 1983 (International Labor Office, CH-1211, Geneva, Switzerland) \$24.50.

Training course for managers of agricultural cooperatives working with savings and credit programs in developing countries. The process of solving common management problems is shown through case studies, role playing and other problem-solving exercises.

(RP) SB120—**Small Enterprise Development: Policies and Programs**, Edited by Philip A. Neck and Robert E. Nelson. 1987 (International Labor Office, CH-1211, Geneva 22, Switzerland) 282 pp. \$24.50.

A review of current small enterprise development policies as applied in countries with a variety of socioeconomic settings. Discusses the role of the government and informal sector training, in an effort to reach an optimal environment for small enterprise development.

(RP) SB130—**Financial Management of a Small Handicraft Business**, by Edward Millard. (Oxfam Trading, Murdock Road, Bicester, England) 37 pp. \$6.50.

Looks at the basic approach to determining costs and price, and managing the finances of a small-scale production unit. Assumes a basic understanding of the subject matter, but the language is straightforward and the math is uncomplicated. Figures and tables illustrate the discussion.

(RP) SB138—**Entry Strategies for International Markets**, by Franklin R. Root. 1987 (Lexington Books, D.C. Health and Company, 125 Spring Street, Lexington, Mass. 02173) 269 pp. \$29.00.

Examines international market entry strategies over a sustained period of time. An entry planning model identifies key decisions and the interrelationships that must be considered. Reviews market selection, planning, exporting, investment, licensing and contractual arrangements. Also addresses cross-cultural factors that influence the communication/negotiation process. Figures and tables accompany the text.

(IRC) SB110—**Employment Effects of Multinational Enterprises in Export Processing Zones in the Caribbean: A Joint ILO/UNCTC Research Project**, by Frank Long. 1986 (International Labor Office, CH-1211, Geneva 22, Switzerland) 82 pp. \$10.50.

Examines employment effects of multinational enterprises in the Caribbean. Analyzes investment, export and employment, using Trinidad and Tobago, Barbados and Jamaica as models. Includes information about general working conditions and statistics to support the findings.

(IRC) SB117—**Towards Village Industry: A Strategy for Development**, by L. Berg, K. Nimpuno and R. van Zwanenberg. 1985 (ITDG of North America, Inc., PO Box 337, Croton-on-Hudson, N.Y. 10520) 88 pp. \$9.75.

In-depth look at finished products made with appropriate technology at village level. Based on the premise that industrialization of village areas must go hand-in-hand with mechanization of agricultural methods. Stresses use of available materials in the manufacturing process. Compares traditional and current product design of local and imported goods. Suggests layout of workshops and production facilities.

WOMEN IN DEVELOPMENT

WD069—**The Guide to Community Revolving Loan Funds**, Prepared by Patricia Cloherty, et al. 1984 (The Voluntary Fund for the United Nations Decade for Women, Room DC-1002, 1 United Nations Plaza, United Nations, New York, N.Y. 10017) 158 pp. \$5.00.

Provides background information on use of revolving loan funds. Explains how they differ from other types of credit and their limitations for a women's group. Focuses on how to organize, launch and operate the fund. Includes basic mathematics describing the preparation of a budget and cash-

flow statement. Appendix contains samples of relevant forms ranging from loan applications to expense forecasts.

(RC) WD074—**Women in World Area Studies**, Edited by Susan Hill Gross, et al. 1982 (Glenhurst Publications, Inc., Central Community Center, 6300 Walker Street, St. Louis Park, Minn. 55416) \$91.76.

Set of nine publications that provides background on the lives and roles of women: Six written to enhance regular social studies curriculum and present an overview of women in modern times in Africa, Latin America and China; three intended as manuals to develop a workshop or unit on Third World women's studies. One manual deals with women's roles and empowerment; another, with contemporary issues affecting women in different Asian countries. The third is an instructional unit designed for student participation and requires use of a world map. Includes curriculum materials, such as case studies and handouts, and suggestions for audiovisual presentations.

WD079—**Femmes Travaillons Ensemble: Pour le Developpement Personnel, Economique et Communautaire**. by Suzanne

Kindervatter. 1986 (OEF International, 1815 H Street, N.W., 11th Floor, Washington, D.C. 20006) 104 pp. \$13.00.

French version of WD003, **Women Working Together for Personal, Economic, and Community Development: A Handbook of Activities for Women's Learning and Action Groups**.

WD083—**Agriculture, Women, and Land: The African Experience**, Edited by Jean Davidson. 1988 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colo. 80301) 278 pp. \$34.50.

Collection of articles on the issues and factors influencing women's roles in agriculture in Africa. Case-study approach examines specific agro-cultural customs and trends in Sub-Saharan countries. Discusses patterns of inheritance and food production, as well as conflicts concerning ownership and control of land versus cultivation and marketing responsibilities. Maps, tables, graphs and extensive bibliographies complement each of the 12 articles. Excellent reading for workers in Agriculture and Women in Development.

(Books—from page 22)

AG155 Role of Ruminants
AG165 Rice
AG179 Gardening for Food in the Semi-Arid Tropics: A Handbook for Programme Planners
AG187 Rabbit Production

APPROPRIATE TECHNOLOGY

EN004 A Chinese Biogas Manual: Popularising Technology in the Countryside
EN008 Double Drum Sawdust Stove
EN014 Low-Cost Development of Small Water Power Sites
EN029 The Solar Almanac
EN058 Wind Machines
EN073 Drying Wood with the Sun: How to Build a Solar-Heated Firewood Dryer
CD007 Community Development: An Introduction to CD for Village Workers
CD015 Africa: The People and Politics of an Emerging Nation

CONSTRUCTION

CH017 Socio-Economic and Environmental Impacts of Low-Volume Rural Roads: A Review of the Literature

EDUCATION

ED034 Literacy and Basic Education: A Selected, Annotated Bibliography
ED072 Introducing Biochemistry
ED121 Techniques Used in the Teaching of Reading to Adults and Teenagers
SB053 Pottery Guide

FISHERIES

FH026 Textbook of Fish Culture: Breeding and Cultivation of Fish
FH063 The Fishing Cadets' Handbook
FH069 Fish Catching Methods of the World
FH076 Scouts Can Raise Fish
FH085 Business Management in Fisheries and Aquaculture

HEALTH

HE030 Health, Population and Nutrition Systems in LDCs: A Handbook
HE075 The Principles and Practices of Primary Health Care
HE145 Teaching and Learning with Visual Aids: A Resource Manual for Family Planning Trainers and Health Workers in Africa and the Middle East

HE172 Nutrition Planning in the Developing World
HE209 How Disease Travels

NATURAL RESOURCES/FORESTRY

FC007 Tree Planting Practices in African Savannas
FC017 Manual of Reforestation and Erosion Control for the Philippines
FC031 Tree Planting in Africa South of the Sahara

SMALL BUSINESS

SB018 Promotion of Small Farmers' Cooperatives in Asia
SB031 Business for Beginners
SB043 Rural Enterprise and Nonfarm Employment

SPECIAL EDUCATION

SE020 Mainstreaming Preschoolers: Children with Speech and Language Impairments
SE021 Mainstreaming Preschoolers: Children with Visual Handicaps
SE023 Mainstreaming Preschoolers: Children with Mental Retardation.