

SUMMER 1992

# PEACE CORPS TIMES

A QUARTERLY PUBLICATION FOR PEACE CORPS VOLUNTEERS SERVING WORLDWIDE



- *Jon Keeton takes us to the East*
- *Robert Drickey explores Darwin's Islands, the Galapagos*
- *RPCV John Hughes focuses on the environment*
- *The Regions report on what's new and, more . . .*

# THE LATEST AT PEACE CORPS

Dear Peace Corps Volunteer:

Since the Winter/Spring 1992 issue of the Times, Peace Corps has moved aggressively ahead on many fronts and I would like to note some of the highlights for you. As you know, quality placement for Volunteers is a top priority for me. To that end, I have been working with our headquarters staff to ensure that the optimum match is made between individual Volunteer skill levels and eventual job placement. As we focus our efforts on recruitment, I am looking at ways to simplify the recruitment process and develop better programming matches for Volunteers without compromising the quality of our candidates. As I travel to meet Volunteers in country after country, I hear over and over again that quality placement is an area that needs improvement. So far, I have visited Volunteers in Nepal, Sri Lanka, Sierra Leone, Côte d'Ivoire, Poland, Hungary, Gabon, Thailand, Niger, Honduras, Jamaica, Fiji, Tonga, Western Samoa, Paraguay and Bolivia. I am so pleased to have met with over one-third of our better than 6,000 PCVs.

Giving service where needed is the role of Peace Corps. For thirty years, the Volunteer mission has been played out in vastly different parts of the world. While the particular needs of the host countries may vary, our mission has remained constant through the years. Volunteers go overseas to share knowledge, to gain knowledge and to bring that new knowledge back to share with other Americans.

True to that tradition, we have begun a new initiative to respond to the requests of the Newly Independent States and the Baltic nations for Peace Corps Volunteers. On May 6, 1992, President George Bush signed a historic agreement with Ukrainian President Leonid Kravchuk establishing the first Peace Corps program in the former Soviet Union. On June 17, 1992, Acting Russian Prime Minister Yegor Gaidar and I signed an agreement establishing a Peace Corps program in the Russian Fed-

eration. Sixty Volunteers are now in the Baltic nations of Estonia, Latvia and Lithuania. Another 60 will be at work in 38 municipalities in Ukraine by the end of 1992. The first 100 Volunteers will arrive in Russia by November, 1992. All these entries come from new funding.

Our initiatives in the former Soviet Union



Director Chao at the June CIS staging.

have caught the imagination of the American people and the press. The media coverage of our efforts in the former Soviet Bloc has reaped beneficial rewards for Peace Corps in the Congress, in the Administration and in the public eye. This fond feeling toward Peace Corps benefits all the regions we serve. It serves our objective of competing for enhanced funding for our Peace Corps programs. The legislative process which ultimately results in the allocation of very scarce resources is an area that we closely monitor at Peace Corps. The situation respecting budget allocations in the Congress is very fluid and fast-moving. It is imperative that Peace Corps let the decision makers know precisely what our needs are and be able to defend our proposals in a lucid and forthright manner in these times of conflicting budgetary demands. We are dedicated to making a persuasive argument in favor of adequate and necessary Peace Corps funding.

In tandem with the new developments in the old East Bloc, we have entered

Zimbabwe, Namibia and Congo and re-entered Côte d'Ivoire, Uganda and Nigeria. In the Latin American Region, we have entered Argentina for the first time, and re-entered Panama, Nicaragua, Bolivia, Chile and Uruguay. These re-entries have occurred as host governments have again become more hospitable to our efforts. And they have occurred in areas of traditional Peace Corps interest and dedication.

Relatedly, I represented President Bush and the United States at the inauguration of President Fidel Ramos of the Philippines in July. President Ramos is a big fan of the Peace Corps. The Peace Corps returned to the Philippines on March 27, 1992 after an absence of twenty months due to security reasons. Currently, there are 18 Volunteers serving in the Philippines who are involved in a pilot Small Integrated Islands Development project. The program provides technical assistance in such areas as agricultural production, fisheries and water sanitation. The Philippines was one of the first countries to welcome Peace Corps Volunteers in 1961. Since then, over 6,500 Americans have served in the Philippines.

Thank you for all your work throughout the world. We think of you daily and hope that we are serving you well.

My warmest personal regards to you.

  
Elaine L. Chao  
Director, Peace Corps

# PEACE CORPS TIMES

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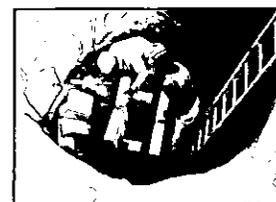


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**ON THE COVER**, PCV Lorai Patchen assists Honduran campesinos as they make "duke" or processed sugar. Sugar cane sap is brought to a boil and then poured into the wooden molds to cool and harden. Photo by Sandra D. Radtke.

# Seeds of Friendship

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“We are convinced that, step by step, it will be possible to remove existing suspicion and distrust and cultivate seeds of friendship and practical cooperation between our peoples.”

Nikita Khrushchev  
January 21, 1961

Nikita Khrushchev's promising words were in response to John Kennedy's ringing inaugural exhortation: "My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man." Those hopeful words, however, were soon erased by the invective of the cold war.

Over 130,000 Peace Corps Volunteers would serve in over one hundred nations before the opportunity developed in 1992 for Peace Corps to address those hopes in the former Soviet Union.

This article is an attempt to record the events of the last few years that have brought Peace Corps to this fulfilling stage of its history. The article has a personal tone, for I have been given the special privilege of participating in these events. While many opportunities have been mine, I have stated constantly that it is the entire family of Peace Corps which brought us to this point. Every RPCV should feel that he/she has contributed to this new era of peace.

The possibility of a Soviet Union program had been foreseen from the beginning. Sargent Shriver in a 1961 congressional testimony stated that the legislation Peace Corps was requesting would permit a program in the Soviet Union "within the discretion of the President and the Secretary of State." That statement may have surprised some in Congress for it was a time of cold war confronta-

tion. The Soviet Union was the enemy. Nikita Khrushchev had not yet pounded his shoe on the United Nations podium, but air raid sirens and bomb shelters were a part of American life. The book, *The Ugly American*, had told a generation about the image we had overseas.

Congress had a more serious tone, however, when it added the requirement that "training here in above provided for, shall include instruction in the philosophy, strategy, tactics, and menace of communism."

By 1963 Soviet publications were calling Peace Corps the "Spy Corps." An article in 1971 entitled, "Decline of the Peace Corps," included the following:

"The Peace Corps is an instrument of the ideological expansion of American imperialism. From the outset its purpose has been to spread anti-communist ideology, to cultivate the spirit of capitalist enterprise, establish contact with local reactionary political groups, and hinder in every way the developing countries' transition to non-capitalist development. The corps has obviously been a failure."

Several years ago I requested that the Library of Congress Research Division pull some quotes from Soviet publications. They soon informed me that they would have to limit their research to English language publications because there was so much in the Russian language. And everywhere the first programming team went in Russia, the propaganda accusations surfaced. One official told me that only the C.I.A. had been more

By Jon Keeton

criticized than Peace Corps over the years. Yet after a week of traveling with the Peace Corps team, in the Ural Mountains this past winter, a former KGB colonel introduced us to an audience of professors by stating: "If C.I.A. had been like these people, we should have formed a partnership long ago." Coming from him, I knew, it was the supreme compliment. Peace Corps Volunteers, however, in their villages and cities around the world had been disproving the cold war propaganda from the beginning.

On June 17, 1992, when Peace Corps Director Elaine L. Chao sat down with Deputy Prime Minister Yegor Gaydar in the Benjamin Franklin Room of the State Department to sign the diplomatic agreement to begin a Peace Corps program in Russia, one era of our history ended. The goal implied by our name had been fulfilled. In the rush of the summit, with arms reductions exceeding earlier expectations, little publicity was given to this particu-

lar event. Yet nothing better represents the new relationship between the two great powers than the Peace Corps signing. And it should be emphasized that there are no winners or losers in this new relationship; but Americans and Russians as partners beginning to work together for peace and development across that vast land.

One of many vignettes suggests the changed times in which we now live: In an office high over the harbor of Vladivostok, with a Russian fleet rusting below, we met with the Governor. I mentioned to him that it would have been unimaginable a short time ago that Peace Corps would be coming to that formerly closed city. He smiled, actually flushed some, and stated: "Yes, you took the words from me. Only a few years ago, as a professor, I taught a course that included information on Peace Corps as C.I.A." And then he promised a warm

welcome to the Volunteers.

And it's just not in the old Eastern Europe and the former Soviet Union where Peace Corps has embarked on a new era. The growth of the last few years has been unprecedented. Since President Bush announced in June, 1989 that Peace Corps was prepared to send Volunteers to Hungary, Peace Corps has entered 28 countries, seven in Africa, including re-entry into Nigeria, and seven in Inter-America, including Argentina for the first time. And there has even been some

right for Peace Corps. The American Ambassador, Mark Palmer, had suggested that it was possible that Peace Corps could become a topic for President Bush's upcoming July trip, and Hungary had indicated strong interest. For his idea, understanding of Peace Corps, and enthusiastic push, Ambassador Palmer deserves credit for initiating Peace Corps in Europe. He would have made a great Volunteer himself.

The secret was well held until a day before my departure in late June. On that day I had

to inform a group in training for China that due to the tragic events on Tiananmen Square, the Chinese Government had just decided to postpone indefinitely the Peace Corps project. That China group plays an important role in Peace Corps' history, for the media attention to the Chinese invitation had alerted many to the current viability of Peace Corps. I wanted to share the Hungary possibility with the group. Caught up in the emotions of the col-



*Director Elaine Chao signs diplomatic agreement to begin a Peace Corps program in Russia. Russian Federation Deputy Prime Minister Yegor Gaydar stands at Chao's right.*

Peace Corps photo by Michael Szeant

discussion of Mexico. A thesis can be well argued that the new programs in Europe showed nations everywhere that Peace Corps truly has a global relevance. Our goals have universal validity; our PCVs have personal values and professional skills desirable in this last promising decade of a troubled century.

While every Volunteer has helped to lay the foundation, my own direct involvement in this expansive period began in Fiji in April, 1989. As Regional Director for NANEAP, I was attending a Pacific Country Directors' Conference when I received a phone call stating that newly appointed Peace Corps Director Paul Coverdell wanted to meet me outside the building for coffee on the morning of my return. I presumed that he was going to give me my walking papers. Never could I have guessed what he would request instead. He asked me to make an explorative trip to Hungary to see if the conditions were

lapse of the training program and their personal plans, they deserved to know that there were positive, as well as negative, events casting history in new directions.

A few days later in Budapest, the Minister of Education had quite a surprise for me as well. He requested 10,000 Peace Corps Volunteers! He stated that his nation wished to replace Russian with English as its primary foreign language. After a week of meetings with officials and visiting potential sites, I answered that Peace Corps would be prepared to send 60 Volunteers, the largest new country entry group since Lesotho in 1967. To this day, however, I continue to believe that if I had not found the conditions appropriate for Peace Corps, the idea would have been dropped from the President's schedule. Both Ambassador Palmer and Director Coverdell wanted a successful program in keeping with the traditions of Peace Corps.



Peace Corps photo by Barbara Zarnman

*Old Town Prague, near Charles University, where PCVs teach on the pedagogical faculty.*

The idea was right, however, for the Hungarian people I met showed that they would well utilize the skills volunteers would bring and offer them friendship at a critical turning point in their nation's history.

Within days of the the President's speech at Karl Marx University, we began to get inquiries from other nations in Central Europe and from individuals in the Soviet Union. Poles asked why the President had not offered Peace Corps to their country while there on the same trip, even though this was before Solidarity came to power. Representatives of the Baltic nations were particularly active in initiating contacts. When I explained to one Armenian that we were a United States government agency and thus would have to negotiate with Moscow, he replied: "Just wait, Mr. Keeton, you will be dealing with us." I wish I still had his name, for this article is being written in Armenia. People here love this story of their confident countryman, who knew back in 1989 that Peace Corps was right for their isolated and troubled land.

By October, I was back in Hungary with Kathleen Corey (Liberia, 75-78) and Michael Mercil (Malaysia, 67-69) to negotiate the agreement, design the project, and make arrangements for opening an office. We originally conceived of limiting our program to five years. When I mentioned that to one Hungarian official, he laughed and said that since all the Soviet Five-Year Plans had failed,

we should choose a different period. Thus, we offered a six year program. We thought our end objectives should be as clear as our initial plans. To involve Hungarian educators and officials fully in our planning, we arranged a wrap-up symposium, in which Hungarian and American leaders in the TEFL field could review our work to ensure that it was in keeping with both Hungarian expectations and the most current American methodology.

My image of the symposium setting was for a castle on the Danube. And we came close. Thanks to the generosity of a Hungarian American, Vera Blinken, and her American-Hungarian Friendship Foundation, we were able to do things in a style that Peace Corps' own funding could not permit. Mrs. Blinken's assistance emphasized that there was a new special dimension to Peace Corps' efforts in Central Europe. In America there were ethnic constituencies that were eager to help their homelands. And Congress was sensitive to this. Congresswoman Kennelly (D-Conn.), for example, requested a meeting. She stated that while she had always been a supporter of Peace Corps, she now wanted more information, for she had many constituents who were asking about Peace Corps for the first time. In the last two years many individuals and ethnic organizations have been generous with ideas and contributions. One outstanding example is the Liberty Bell Foundation, which in 1991 gave \$1.2 million to double the number of volunteers for Poland's second English group.

By December, I was in Poland with a Polish American professor, Dr. Henry Urbanski, who had good contacts with the newly elected Solidarity government. Here, too, the Ministry of Education stated a need for 10,000 English teachers. A Deputy Minister said that English was the most critical need the Ministry faced as Poland planned for its economic integration into Western Europe. Seventy percent of Polish students were selecting English now that they could freely choose a foreign language.

In January, 1990, a team arrived to make the necessary arrangements. It included, in addition to Corey and myself, Timothy Smith, who was to look at the possibility of expanding beyond English to Small Enterprise Development programs, and Larry Koskinen (Philippines 1978-80), who in addition to administrative questions was to explore assignments in the environmental and computer fields. And all seemed possible that

month. Peace Corps seemed to be a perfect complement to that nation of profound faith. Solidarity had won but there were many sacrifices ahead. The team gathered each evening to share the experiences and insights of the day. Our confidence produced the line, often repeated those evenings: "To your horses, men. On to Mongolia." A program in the Soviet Union seemed inevitable. Those of us on the team who had been volunteers years earlier, envied the jobs and friendships the volunteers would enjoy. History was in the making in what had been called Eastern Europe, and Peace Corps was a welcomed player.

That trip culminated with signing ceremonies with Hungary and Poland. Both events demonstrated the partnerships that were developing. In Poland the new Solidarity government had little experience with diplomatic agreements and they couldn't find any diplomatic note paper. A creative, hardworking American embassy officer experimented in the embassy print shop and came up with a very reasonable facsimile. Late into the night Americans and Poles assembled the diplomatic books, learned to tie the prescribed bows, and tested applying sealing wax so the ceremony with Deputy Secretary of State Lawrence Eagleburger and the Polish Foreign Minister would go off properly. In Hungary the signing occurred



Peace Corps photo by Jim Keeton

*Small Enterprise Development advisors visit lumber yard on private farm in Russia.*

on Valentines Day. It seemed appropriate for there were many comments about the new relationship. The Minister of Education reminded the audience that although we had planned a six year program, he knew that Hungary would want Peace Corps' friendship far longer.

Before I could leave the region, however, there was a brief visit to Czechoslovakia. In an interview on American television, Ambassador Shirley Temple Black had mentioned her support for Peace Corps. The embassy was inundated with letters from Americans, and Czechs and Slovaks had begun to inquire. I traveled there with RPCV Greg Orr, the USIS English language officer for that part of the world. As part of our Hungary team, he was the first of many RPCVs who would give tremendous support to the Peace Corps exploratory teams. Meeting with the Ambassador was a highlight of the visit. This famous child star sat in a perfect movie set old Prague palace office reminiscing about the Peace Corps Volunteers she had known

efforts as he saw them. We had been puzzled by the animosity many former Volunteers showed towards these new efforts in Eastern Europe. Those of us involved in the efforts—seeing the needs and experiencing the friendships—felt instinctively that the efforts were a continuation, a culmination, of all Peace Corps represented to the world.

Who better than Peace Corps to participate in the most momentous changes in our century? How could anyone who had joined an organization named "Peace Corps" not revel in the opportunities now before these nations to improve the lives of their citizens? I wanted Jeff, as one non-staffer, to observe our efforts, check out our concern for Peace Corps values, and to listen to the hope of that velvet spring.

The candles burning in Wencelas Square illuminated signs that read: "Welcome to a Free Europe." "Thank you, America." I wanted to add our own sign: "Peace Corps is here with you." President Havel would have appreciated it, for in his address to



Peace Corps photo by Larry Kunkin

### *Shopkeepers in Armenia.*

our goals; they had proven effective. Emphasis on cross-cultural and language training would be as important as ever. While some Hungarian and Polish officials told me that it would be impossible for Peace Corps Volunteers to learn their difficult languages, I was confident. And also aware that new challenges could benefit all of Peace Corps. It seemed evident that while Peace Corps was being warmly welcomed at these historic junctures, these European nations would soon place demands on us that would require increased attention to our practices and procedures. Their own education standards were higher than ours in many ways. I remember, for an extreme example, visiting one school in Szeged, Hungary that had produced five Nobel Prize winners. Yet now they wanted Peace Corps English teachers. Volunteers everywhere would benefit from the increased scrutiny these new programs would soon require. We would be the same in philosophy, only better in implementation.

The nations of Central Europe were soon joined by the Balkans. One day three Bulgarian officials came to visit. They had read about Peace Corps and wanted to know more. Could it help Bulgaria, too? They wanted me to know that their nation had higher standards than the others. But they would get back to us. And so they did. I have not been involved in the Bulgaria program, but former Director Coverdell and many others have often remarked on the special reception volunteers have known there.

In the summer of 1990, considerable media attention was given to the plight of Romanian orphans. America wanted to respond. Task forces and humanitarian groups proliferated. Peace Corps became



Peace Corps photo by Kelly McDonald

*Citizens wait for Vice President Quayle and Director Chao on their visit to Lithuania on February 7, 1992.*

in Ghana and expressing confidence about the unique contributions Volunteers would make to Czechoslovakia.

By April a Peace Corps team was in Prague to design the program. Mary Schleppegrell from OTAPS and Jeff Drumtra (Niger, 78-80), editor of the National Council of Returned Peace Corps Volunteers World View Magazine, joined me. Jeff's inclusion was very purposeful. I wanted him to write an article for the RPCV journal laying out our

Congress, there was a line that well describes Peace Corps:

"...the salvation of our world can be found only in the human heart, in the power of humans to reflect, in human meekness and responsibility."

From the beginning, we had emphasized that we were establishing traditional Peace Corps programs. Congress had not changed

involved because we had begun to prove that we knew how to deliver in Europe, where one hundred and twenty trainees were already on the ground in Hungary and Poland. On two trips that summer and fall, one with Phyllis Gestrin of OTAPS and one with Azzadine Downs (Morocco, 82-85), we tried to develop a project that not only benefitted the children but trained the staff and reached out to integrate the local communities into the needs of the institutions.

Increasingly, people in the U.S.S.R. wanted to know about Peace Corps. The Deputy Chairman of the Moscow City Council contacted Regional Director Jerry Leach about Volunteers. SUNY Board Chairman Donald Blinken included me in a luncheon for visiting Russian scholars, who seemed more interested in the comments on Peace Corps than those by a former ambassador. A TASS reporter did a story for a Russian youth magazine that included information on visits to Peace Corps in Nepal and Benin. The article started by stating that the U.S.S.R. had criticized Peace Corps Volunteers for thirty years. Now, though, it was time to know who they really were. Ukrainian officials who visited Director Coverdell clearly touched him with their description of the health and environmental problems of their land.

As these contacts increased and the programs in Central Europe became established, hopes rose and fell about the Soviet Union. There were expectations that the idea of Peace Corps would be on the agenda of several summits: Wyoming, Malta, Moscow. Old views die hard, however. And the propaganda against Peace Corps had been strong in our rival superpower. When approached in June, 1991, Foreign Minister Bessmertnyk purportedly replied: "Don't insult us by raising Peace Corps." But that Armenian's prediction, "Just wait..." rang true for many. In Cleveland, the United Ukrainian Organization appointed Lydia Bazarko to head a Peace Corps committee for Ukraine. Baltic visitors increased. And on the opposite side of that land mass, Volunteers went to Mongolia. And, then, of all places, Albania. The cold-war world John Kennedy knew was melting.

A detailed history of Peace Corps a generation from now will credit Paul Coverdell's time as Director as the period of entry into Central Europe and for the greatest expansion worldwide since the 1960s. He knew,

despite some controversy, to seize the moment for Peace Corps. Elaine Chao will be noted for the entry into the former Soviet Union. Her appointment coincided with the first formal invitation into that region. On her second day as Director, in October 28, 1991, she traveled to the Hudson Institute's Baltics Conference in Indianapolis with Vice President Quayle to announce that all three Baltic nations had formally



*Small Enterprise Development consultants and local officials discuss possible Peace Corps projects.*

invited Peace Corps. These two Directors have served as Peace Corps ended its third decade. Historians will undoubtedly record that they took Peace Corps into its rightful maturity.

Thirty-one years after Nikita Khrushchev's optimistic response to the Kennedy inaugural address, a Peace Corps team entered the Baltics to, "cultivate seeds of friendship and practical cooperation..." We drove from Warsaw in a snowstorm, without a good map or interpreter. Despite the sliding and stalling, I at least never doubted that we would make it. Crossing through the several checkpoints at the isolated, frozen border we knew was a special moment in Peace Corps' history. But, if you will excuse a play on a word, Peace Corps had been checked out for years, and we were pointed in an important direction. Tim Smith, Mary Schleppegrell, Michael Lowrie (Senegal, 85-87), however,

who were in the car with me would probably give different opinions on that twelve hour drive. But that Peace Corps faith and perseverance prevailed.

We didn't know that waiting for us was Lithuania's President Landsbergis with a fireside dinner in his private library. It had been arranged by a Lithuanian American friend, Grace Kudukis, who had flown there to give any help she could. We arrived too late, but the American Charge, Darryl Johnson (Thailand 1961-63), who had helped Peace Corps in China and Poland, had a well-deserved opportunity.

We were expected to design projects, negotiate agreements, and analyze operational needs in three countries in three weeks. SED and English were the primary targets, with Judy Braus of OTAPS joining us in Estonia to look at the extraordinary environmental problems. Yet we learned every Peace Corps sector required assistance. We saw the long lines for bread; visited sizable towns that had not had heat all winter; heard about hospitals without supplies; visited farm cooperatives where the simple idea of biking each other's milk to market needed development. The great tragedy and irony of all our European programs is that you can attend a wonderful opera, look at magnificent architecture but not find food, medicine or people who know how to bring change.

We had the deadline of a visit by Vice President Quayle to complete our work. Accompanied by Director Chao, he would sign the agreements in each nation. We deserve a footnote in Peace Corps history for three country agreements in three weeks over snowy roads. For a more detailed view, Director Chao stayed on in Lithuania—and on and on due to a ten hour flight delay. But while waiting at the airport, we had an experience that epitomizes Peace Corps. A young employee there seemed to take us on for some reason as a special cause. In turn we gave him some English tutoring to pass the time. Later he wrote a letter that very simply captures the history and the welcome volunteers will know:

"Do you remember our meeting at Vilnius airport? We talked a lot but about not important things. I couldn't find the right words to explain why I wanted to help all of you. So now I want to say what I consider important. Since I was 11, I took part in the

resistance movement against the communist regime. I always felt the support of your country. I feel now and I'll always feel we owe you a lot."

-Andrius Kaulenas

Detailed planning for programs in Russia and the other republics had begun in the fall of 1991. We were convinced that the Administration and Congress would provide additional funding for this expansion. There was a need, however, to demonstrate that Peace Corps was up to the challenge; to show that our history had prepared us for this moment. Several senators had begun to talk of legislation for a "professional Peace Corps." It was particularly puzzling when Paul Tsongas, RPCV Ethiopia, proposed such an organization. We wanted to show one and all the calibre of volunteers Peace Corps already recruited. And after Director Chao had suggested the new possibilities in a television interview, we knew the numbers we could attract. Phone enquiries increased dramatically from an average of 200 per day to over 1,200.

The plan of the U.S. government, called "A Detailed Vision," began with Peace Corps' unchanged goals, provided evidence of the accomplishments in Central Europe, and proposed that we could place 250 Volunteers in the Baltics, Russia, Ukraine, Armenia and one Central Asia Republic by the end of 1992. It proposed that all the Volunteers would be assigned to the Small Enterprise Development sector. Despite the dire needs in several other traditional Peace Corps areas, an economic transition would lay the foundation for all progress. The "Vision" projected 500 volunteers by the end of 1993 and the entry into four additional republics. We felt our plan was based on thirty years of experience. Our idealism did not prevent us from being professional. We knew that Peace Corps Volunteers expected no less.

The time spent on planning and budget discussions was punctuated by several events that showed how interested these new nations were. When Ukraine's President Kravchuk visited President Bush, we weren't sure which man would raise the subject first. When the American did, the Ukrainian replied: "Da, da." That simple, enthusiastic response became the official invitation. In contrast to the formality of a presidential discussion, a Central Asian bazaar atmosphere took hold when Director Chao spoke to a meeting of all the Ministers of Education

humanitarian commodities at a time of crisis. Both the project design and administrative set up require tremendous effort. And for Russia we chose to work in two areas outside of Moscow. Never in its history has Peace Corps attempted to open offices where no American embassy existed, in areas that had been closed to foreigners for decades, and in which everyone had heard the negative propaganda. With an invitation from Russia in hand, we scheduled a six-and-a-half week trip that took us to the Urals, Vladivostok and the Volga region and to



SED consultant Tim Smith, left, meets with officials in Ekaterinburg, Russia.

Peace Corps photo by Jan Keston

Ukraine. The nine hour flight across seven time zones from Moscow to Vladivostok alone emphasized what a huge task Peace Corps was undertaking. Tim Smith had the challenge of designing a project that Russians would realize addressed their needs and that Volunteers would know warranted their two years and the unusual hardships. Training would begin after the first snowfall and would end during a Siberian January.

from the former Soviet Union. Each country had insisted on translators for its own language, instead of using Russian as the common language. The din was incredible as Elaine described Peace Corps. One translator tried to out-shout the other. When she left the podium, they surrounded her, Deputy Director Barbara Zartman, Jerry Leach and me to start the bartering. The product was Peace Corps; the time surreal. Never has a quiet Library of Congress conference room seen anything like it. Uzbeks interrupted Ukrainians. People pushed and shoved and moved about to see who was saying what. One aide yanked me away from one group to listen to his minister waiting impatiently across the room. Only the Balts stayed out of the fray, for they knew that we would soon be on our way.

Volunteers, however, are not simply bartered for as items of trade or delivered as

Larry Koskinen had to grapple with the details of moving, housing, medically caring for and paying Volunteers and staff in an environment with a failing transportation infrastructure, inadequate housing for its own citizens, a medical system without supplies, and a commercial structure without basic goods. The supply situation was driven home by the administrative officer in the new embassy in Kiev. When Larry asked to get on his calendar, he replied, "If you can find a calendar." During our entire time in Ukraine, we looked for a calendar as a gift for him. We didn't find one, nor a map, anywhere we went in that new nation of 54,000,000 people.

On my fifth landing in Moscow, however, I realized how much we had found in those four months. On the first landing, there had been awe at the sunset turning the snow orange and pink as we arrived. And laughter as Tim quipped: "Do you see any

small business men down there?" In the four months since the black snow of Ekaterinburg to these white nights, we found enough government officials and private citizens who have given support to our project design to believe that it has significant potential. We have found friends. And we have found an awareness of how big the challenges will be. The additional staff arriving today to begin the detailed site checks have an incredible experience ahead of them. Over one hundred communities must be visited to explain who Peace Corps Volunteers really are, and what they wish to contribute. The hard work has just begun. I'm trusting the staff who will implement this program will find each day that they can agree with Khrushchev: "We are convinced that, step by step, it will be possible..."

This article has attempted to cover an important stage of Peace Corps' history. My role, however, has been only in the initiation. No mention has been made of the staff who implemented the plans or the Volun-

teers who first served in these emerging nations. Yet enough time has passed that the first groups to Hungary and Poland have now completed service. It will ultimately be up to the Volunteers who serve in these programs to write the definitive view. They are Peace Corps.

And they are living history. It is Peace Corps' obligation as an agency, however, to realize that all Volunteers are making history. I reminded our teams of this during our travels by frequently toasting the Volunteers in Vanuatu and the Comoros, two nations that had welcomed Peace Corps during my five years as Regional Director. My purpose was to remind us that the success of all Volunteers is equally important and that three decades of Volunteer service largely explains these new momentous opportunities for friendship and cooperation.

Thanks to all of them, the name "Peace Corps" now seems more real.

July, 1992



Peace Corps photo by Brian G. Liu

*Jon Keeton has held many positions at Peace Corps since he was a PCV in Thailand in the 1960's. He was a country director in Korea in the 1970's, and returned to Peace Corps in 1984 as RD for North Africa, Near East, Asia, and the Pacific. In 1989, Keeton undertook a new role as Director of International Research and Development. His primary responsibility has been opening new programs in Central Europe and the nations of the former Soviet Republics.*

## Norman Rockwell Peace Corps Prints

By Robert Columbo  
Special to the Peace Corps Times

On June 30, some 350 RPCVs and guests attended a Congressional Reception organized by Friends of Columbia and the Horn of Africa Relief Committee announcing the availability of Norman Rockwell's Peace Corps prints.

In attendance were Senators Edward Kennedy of Massachusetts and his new wife Victoria, Harris Wofford of Pennsylvania and Representatives Tom Petri of Wisconsin and Ben Gilman of New York.

Mr. Rockwell did four Peace Corps paintings. One shows JFK surrounded by eight Volunteers. A second painting represents Volunteers in Asia depicted by a teacher Volunteer in India. A third represents Volunteers in Africa depicted by an Agricultural worker in Ethiopia. The fourth painting represents Volunteers in Latin America depicted by a community development Volunteer in Columbia.

Mr. Rockwell covered the three major areas of the world—Asia, Africa, and Latin America—where most Peace Corps Volunteers work, and captured the major activities in which Volunteers are engaged—teaching,

agriculture and community development.

Anyone interested in obtaining copies of these prints may contact Friends of Columbia at P.O. Box 15292, Chevy Chase, Maryland 20825.



Peace Corps photo by Brian G. Liu

*Senator Kennedy speaks about the Rockwell collection. Mrs. Kennedy holds the most famous Rockwell painting featuring President John Kennedy with PCVs.*

## May/June/July 1992

### DETROIT FELLOWS CONVOCATION

A Peace Corps Fellows/USA program convocation was held Thursday, April 30 through Saturday May 2, in Detroit, Michigan for all Fellows/USA university and private sector partners. The goal of the convocation was to exchange information on the development of the program, provide technical assistance, and establish solid working relationships. Barbara Zartman, Deputy Director of the Peace Corps, attended the convocation, joining Peace Corps staff and Fellows, and deans and representatives of participating universities, as well as staff from participating school districts and Fellows placement sites. The Peace Corps Fellows/USA program, which was created at Teachers' College at Columbia University, affords Returned Peace Corps Volunteers (RPCVs) the opportunity to work toward a master's degree while teaching school in challenging communities in need of qualified teachers. Currently, there are 13 Fellows/USA programs operating at universities across the country; Peace Corps expects to have 24 programs by this fall. The Fellows/USA program utilizes the unique skills of RPCVs to work on some of America's toughest problems. Although the majority of the Fellows programs are in education, Peace Corps is currently developing programs in public health and small business/community development. The convocation included over 40 participants and was underwritten by AT&T.

### NATIONAL VOLUNTEER WEEK (APRIL 26 - MAY 2)

For the Peace Corps, National Volunteer Week is a special time of commemoration and celebration as Peace Corps embodies the very spirit of volunteerism. Peace Corps currently has approximately 6000 Volunteers serving in 90 countries worldwide. They are working in the areas of health, education, agriculture, business, urban development and the environment. On the spirit of volunteerism at Peace Corps, Director Chao said, "PCVs are some of the most committed that I have met. I am proud of the

work that our Volunteers are doing overseas and the fact that our returned Volunteers continue the spirit of volunteerism once they return to the United States."

### EARTH DAY OBSERVED

In recognition of Earth Day 1992, the Peace Corps reaffirmed its commitment to educating developing nations about the challenges they face in preserving the environment. Today Peace Corps has nearly 700 people working on environmental projects worldwide, more than any other international organization. Volunteers initiate projects that will contribute to a country's local economy and give people incentive to protect their local environment. Environmental education, at both the community and national levels, is crucial to the success of any country's conservation program. Their work ranges from grass roots level projects in heavily polluted areas to environmental education projects, and the development of ecotourism, often combined with teaching English. In countries where environmental problems have been pushed aside for so many years, Peace Corps' environmental education efforts can make an important contribution to ongoing initiatives.

### SMALL BUSINESS DEVELOPMENT CONFERENCE

A four-day regional conference on small business development was held May 4-9 in Guatemala. The conference brought together small business development specialists from the Inter-America region and representatives of national host country organizations. The conference served as a forum for discussion of some of the most pressing issues in micro-enterprise development. It is hoped that the new ideas exchanged at the conference will serve to improve the quality of Peace Corps' efforts in this field.

### GUINEA WORM ERADICATION WORKSHOP

The Peace Corps sponsored the Third Regional Guinea Worm Eradication Workshop in Nouakchott, Mauritania from May 2 to May 6. The purpose of the workshop was

to monitor and evaluate the progress of the international Guinea worm eradication program. The Peace Corps' Guinea worm programs were evaluated at the workshop and new skills were acquired in an effort to develop an updated action plan. The workshop was the last of a three-part series which was held in accordance with a three-year Guinea worm eradication grant from AID. Because of the debilitating effects of the Guinea worm disease, which immobilizes up to 10 million people annually, the Peace Corps' Guinea worm eradication project, has become a major programming effort in Africa. The World Health Assembly has set 1995 as the target date for the elimination of the Guinea worm through the efforts of Peace Corps and other international organizations. In attendance were Peace Corps Volunteers, Peace Corps staff, and host country nationals from Benin, Central African Republic, Chad, Ghana, Mali, Mauritania, Niger, Nigeria, and Togo.

### PEACE CORPS BOTSWANA CELEBRATES 25TH ANNIVERSARY

The 25th Anniversary of Peace Corps Botswana was celebrated this May in the country's capital, Gaborone. The program began in 1966 and since then a total of 1600 Volunteers have served in Botswana. Today, Botswana's 150 Volunteers represent one of the largest programs in Africa, serving in the areas of education, environment, health, and business development. The majority of those Volunteers are teaching secondary math, science, art, and English at local schools. Basic education for all citizens is a primary concern of the Botswanan Government and there has been a rapid expansion of schools. In celebration of the anniversary, Volunteers joined the community in a tree planting and clean-up project at White City in Gaborone before attending the ceremony. The Botswanan Minister of Education, Mr. Molomo, spoke at the event, attended by Peace Corps Botswana Director Maureen Carroll and the U.S. Ambassador to Botswana, David Passage.

### WALKATHON IN SAUDI ARABIA RAISES MONEY FOR PEACE CORPS

The Saudi Arabian International Primary School in the Saudi capital of Riyadh raised \$25,000 in their 4th Annual Walk-a-thon this month for the Peace Corps Partnership Program. The school has over 2000 students in grades K through 9 who represent 57 different countries, with American and Canadian students comprising over half the student body. Students asked family and friends in the community to pledge a certain amount for each lap they walked around the school's track. A list of Peace Corps Partnership projects was then provided and the student body chose which programs they would like the funds to support. In the last four years, the school's Walk-a-thon has raised nearly \$70,000 for the Peace Corps Partnership Program. The school's efforts have enabled thirty-four overseas communities in seventeen countries to implement projects addressing top priority needs, particularly the construction of schools. This year, the students have already committed \$17,000 to eight projects, which range from a new playground for an orphanage in Burundi to a high school English program in Poland.

### FOUNDER'S DAY DINNER

The Northeast Ohio Returned Volunteer Association sponsored a Founder's Day Dinner, in honor of the birth of Peace Corps' founder John F. Kennedy, on May 14, 1992. In her remarks, Director Elaine L. Chao stressed the impact the Peace Corps has had throughout the developing world over the past thirty years. The Director lauded President Kennedy and Sargent Shriver, the first Peace Corps Director, for their visionary creation of Peace Corps. She noted that Peace Corps has come full circle, turning its founders' dream of serving in the former Soviet Union into a reality. "The Peace Corps can help the peoples of the former Soviet Union build the foundation needed to preserve the individual freedom and democracy that have been so long in coming." Former Peace Corps Director Kevin O'Donnell was the host. All proceeds from the dinner benefited the National Council of Returned Peace Corps Volunteers.

### DONATION HIGHLIGHTS PEACE CORPS' ENVIRONMENTAL EFFORTS

The Peace Corps recently completed a tree-planting campaign across the country to recognize and honor the tremendous contributions of Peace Corps Volunteers. This celebration was made possible by a donation from the Weyerhaeuser Company. Weyerhaeuser donated 2,500 seedlings to help promote environmental education and to recognize the contributions Peace Corps Volunteers have made in their service abroad. Ten schools involved with the Peace Corps Partnership Program received 250 conifer seedlings each, which were planted in preparation for Earth Day. Through the Peace Corps Partnership Program, organizations can support small-scale development projects in communities where Volunteers live and work and participate in a dynamic cross-cultural exchange with members of that community.

### RETURNED VOLUNTEER REUNION

The Annual Conference of Returned Peace Corps Volunteers was held on July 9-10 in Fayetteville, Arkansas. Over 400 Returned Volunteers attended the event, which was hosted by the National Council of Returned Peace Corps Volunteers. The annual conference provides an opportunity for the Returned Volunteer community to stay active in the Peace Corps and share information on current Peace Corps programs. Director Chao addressed the group on the Peace Corps' most recent initiatives and efforts to improve the recruitment process and placement system. She also spoke enthusiastically about a number of the 2000 Volunteers she has met during her site visits to Peace Corps countries throughout the world. "Returned Volunteers are some of the most dedicated alumni of any group I have ever met, truly dedicated to the Peace Corps," Chao said. During the conference, Director Chao spoke with Chic Dambach, the new Executive Director of the National Council of Returned Volunteers and Doug Siglin, the National Council's President, on ways the Peace Corps and the National Council can work together. The 1993 Annual Convention of Returned Peace Corps Volunteers will be held in Berkeley, California.

### New Appointments

Peace Corps is pleased to extend a warm welcome to a number of new members of the Peace Corps senior staff. These individuals bring great experience to their new posts and will provide an immense contribution to the smooth and effective operation of the Peace Corps. Elaine Medverd is Associate Director for Volunteer Recruitment and Selection. Before Peace Corps, Elaine was Vice President of Human Resources at Swiss Bank Corporation in New York City. Elaine has also worked at Dun & Bradstreet, McKinsey and Company and Morgan Stanley. She also held senior level administrative posts at M.I.T. and Harvard Business School. Early in her career, she taught French to high school students. Lisa Boepple is Director of Congressional Affairs. Lisa has extensive Hill experience in both the House and the Senate. Beverly Almaro Pheto is Chief Financial Officer and Director of the Office of Planning, Budget and Finance. Beverly spent 6 years with the Office of Management and Budget and served as a Peace Corps Volunteer in Botswana from 1980 - 1982. Mary Lou Downing is Director of External Affairs. Before coming to the Peace Corps, Mary Lou was Senior Vice President at Kaufman Public Relations and Vice President at Ogilvy & Mather Public Affairs. Michael Hill is Inspector General. Michael was an Assistant Inspector General for Audit Policy and Oversight at the Department of Defense. Nancy Mohr Kennedy is Chief of Staff. Nancy has thirty years of senior executive experience. Most recently, she was the Executive Director of the White House Conference on Aging. Nancy lived abroad during her teenage years and speaks French and German. Jeff Rupp is Deputy Chief of Staff. Jeff comes to the Peace Corps from the U. S. Department of Transportation, where he was an attorney in the office of the Assistant General Counsel for International Law. Jeff speaks French, German, Italian and Turkish. Alexandra (Sandy) Keith is Deputy Inspector General. Just prior, Sandy was the Counsel to the Inspector General at the Department of Treasury. Sandy served as a Peace Corps Volunteer in Thailand from 1965 - 1967. Arnold Intrater is Acting Deputy General Counsel. He comes to Peace Corps with over 25 years of experience as an attorney with the Federal Government.

# NEWS FROM AFRICA

**By Linnea Fossum  
Country Desk Officer,  
Africa Region**

In addition to its traditional activities such as agricultural extension, classroom teaching, and community development—which Peace Corps has successfully managed since its inception—there are several areas which are receiving greater attention at present in Africa:



*Children carry water in Botswana in this Best Photo entry by PCV Katherine Munson.*

**Environmental Education:** Environmental breakdowns due to deforestation, soil erosion, and poor agricultural practices are problems throughout the world. In Africa, drought and rapid population growth have contributed to the seriousness of the threat. Peace Corps is addressing environmental issues in a number of ways, one of the most promising of which is the inclusion of environmental topics in classes taught by Peace Corps Volunteers and their counterparts.

In March 1991, Peace Corps conducted an In Service Training Program (IST) in Gabon for English as a Foreign Language Volunteers and their local counterparts. This four-day workshop focused on strengthening teaching techniques for EFL in general, and worked to develop content-based lesson plans on environmental topics using local resources. Similar programs for teach-

ers in Comoros, Malawi, and Botswana have been held over the past 15 months, and many more countries have requested assistance in the coming year. Pre-service training in The Gambia this year will include environmental education training for secondary education, forestry, and agriculture Volunteers.

In less formal programs, Volunteers are working in a number of countries to improve environmental education activities. In Uganda, several Volunteers are helping to set up interpretive centers in the national parks; one PCV is working to improve the educational experiences of schoolchildren who come to one of the parks on field trips. In Senegal, Environmental Education PCVs are helping to train primary school teachers, as well as doing extension work with rural farmers in an effort to prevent further environmental problems.

**AIDS Education:** In an effort to involve Peace Corps Volunteers in AIDS education efforts worldwide, a workshop was held in Cameroon in June 1992 to develop materials for use in English classrooms.

**Peace Corps/Malawi** will bring in the first group of trainees in November 1992 for a new project, where the Volunteers will work with regional and district AIDS coordinators to help build up the capacity of health staff for AIDS education and counseling. Several Volunteers in the Central African Republic are involved in AIDS education activities. These include preparing teachers' guides on AIDS for primary and secondary teachers, working with 'high-risk' groups, and improving diagnosis and treatment of sexually transmitted diseases in general. In addition, throughout Africa many Volunteers have begun AIDS education on their own as secondary projects.

**Lawyers for Africa:** Recent political and economic developments in Africa have sharpened a focus on the importance of law. The development of new constitutional structures in emerging democracies, the emergence of free-market economies, and continued human rights issues all require effective legal arrangements. The Africa Region, in conjunction with the Institute for African Development at Cornell University Law School, is currently considering a proposal that would place Peace Corps Volunteers in African law schools. One or two recent law graduates would each go to a number of African universities to teach law and assist in research.

**Urban Environmental Management:** In 1991, Peace Corps/Côte d'Ivoire inaugurated an innovative urban planning project in conjunction with decentralization efforts of the Government of Côte d'Ivoire. Volunteers work with local officials in secondary cities throughout Côte d'Ivoire to design and implement waste management and water



*PCV Bill Potter constructs an irrigation system in Safe Coro, Mali.*

Peace Corps photo by Carolyn Wabson 1987

purification projects. These activities are carried out within the context of community development efforts aimed at increasing local participation in decision-making and the needs-evaluation process, thereby creating a more open, democratic system in the local community. (see article on page 25)

**Guinea Worm Eradication:** Guinea worm infestation is a problem which severely inhibits the productivity of workers across sub-Saharan Africa. Peace Corps is involved in efforts to eradicate this scourge by providing clean water supplies, distributing filter fabrics which interrupt the life cycle of the Guinea worm, and educating vulnerable populations about how to prevent transmission.

In Benin, song contests and puppet shows have caught on nationally as PCVs work with UNICEF and the Government of Benin to publicize the Guinea worm problem and ways to prevent it. In Ghana, PCVs are working with the Global 2000 eradication campaign. The project has developed a 'filter hat' which farmers can use in the field to easily filter their water. Volunteers in



*Environmental Specialist Therese Glowacki conducts a training session for park staff in Kibira National Park, Burundi.*

Cameroon and Mauritania are helping to produce educational materials for use in teaching villagers how Guinea worm is transmitted and how to prevent it.

In May 1992, Mauritania hosted the third Guinea worm Eradication workshop for 64 participants from nine countries. Participants included Peace Corps Volunteers, their host country counterparts, and National Guinea Worm coordinators from each of the countries. The workshop prompted the Government of Mauritania to hold its first ever national conference on Guinea worm, and has also strengthened a national campaign focusing on this debilitating problem.

**Youth Development:** The first trainees for an exciting new project will arrive in Namibia this November. After three months of training, they will help to identify and organize youth groups for 15-24 year old Namibians who are the most likely to leave rural areas and join the ranks of the unemployed in cities. Volunteers will help to develop career counseling and job training programs which will help young people find jobs or start their own businesses.

**Senegalese Peace Corps:** The Government of Senegal, recognizing not only the contributions of Peace Corps Volunteers to the communities they serve but also the long-term contributions of former Volunteers to their home communities and to the country as a whole, is now in the process of creating their own 'Peace Corps.' The Senegal Volunteer Corps will be largely based on the principles and organization of the U.S. Peace Corps: Senegalese Volunteers under the age of 30 will serve for 24 months in communities throughout Senegal. Volunteer assignments will respond to locally expressed needs, and those selected will receive training and support throughout their service. The program will include assistance in developing Volunteers' individual plans for future professional activity following their service.

The addition of these new project areas to the traditional areas of emphasis for Peace Corps is one way in which we are trying to increase our impact on development in Africa. Our host governments are taking a keen interest in supporting and collaborating with Peace Corps to ensure the success of these new projects.



*PCV Jennifer Dieges holds young friend Sweto in Kevé, Togo. Best Photo entry by PCV Sue Henderson.*

## SPECIAL FROM AFRICA

## A Dream Fulfilled

By Michael P. Carson

For many years, I have wanted to travel and live in Africa. I think the urge or desire to learn more about Africa was nurtured by my grandfather. Granddaddy was a self-taught student of the culture, history, and politics of Africa. He also swore his ancestors descended from Ethiopia. His stories were very engaging, and although at the time we thought Granddaddy was a bit eccentric, we loved to visit him for hours and listen to his stories.

When I attended college, this desire to visit the motherland was nurtured more when, as a member, and later as President of our Black Student Government, I became involved with our school's African Student Alliance, an organization of students from the African continent. Working with African brothers and sisters was an experience I never will forget. Although we had a lot in common, our experiences and histories were quite different.

After I finished college, it was time to join the "rat race." I still, however, kept reading about African culture, and stayed abreast of events that occurred on that continent. It was not easy. With work, marriage, church, and social activities occupying most of my time, it appeared like my dream of visiting Africa was slipping further and further away. I did, however, start to investigate different ways I could work in Africa. The Peace Corps seemed to be the best way for a couple with no international experience to work abroad. So we explored the idea further. Three and a half years later, after much soulsearching, we are in Africa. The Motherland! Specifically, Taita Hills, Kenya, East Africa. A small, beautiful town named Mgange-Dawida.

So, how is life in Africa for two African-Americans after almost a year? It has been an adventure, to say the least! My first impressions of Africa were of the Kenyan landscape. Nairobi, Kenya's capital, is a green, treelined city that sits one mile high on a plateau. Its climate, like much of Kenya's, is mild and pleasant, far different than the hot, dry desert



PCV Michael Carson conducts a planning session with a village women's cooperative on opening a shop.

or humid jungle I imagined much of Africa to be. The 88-kilometer bus ride to our training center in Naivasha was amazing. The lush red soil, farms, and canyons which lined Kenya's main highway, the A104, were beautiful. When our group of Volunteers reached Naivasha, we could have been in a Western U.S. town rather than equatorial Africa. We were surrounded by cactus-like trees, parched brown grass, and a beautiful high-altitude lake. The zebras, antelopes, and giraffes were there, of course, to remind us that we were still in Africa.

Our three-month training experience was very valuable. We learned Swahili, Kenya's national language, and were introduced to Kenyan culture. We also had technical train-

ing in business and secondary math education, and attended lectures by Peace Corps medical staff on how to stay healthy in rural areas, where qualified medical staff may be hours away. Most importantly for my wife Mary and me, we learned that the average "Mwananchi," Kenyan, knew very little about African-Americans.

We have also learned a little about the many challenges Kenyans face. One is the lack of economic opportunities for the young. Unemployment is very high, and although there is very little starvation here, farming is providing less of an opportunity for Kenyan youth. The country's high population growth is also a cause for concern. Africans have traditionally had large families due to high mortality rates and the amount of work required for survival. However, with mortality rates reduced, and the cost of living increased, it is becoming increasingly difficult to support large families.

Even though our days start at 7:00 A.M., we rarely feel rushed as we often did in the States. My wife

has more time to crochet, I have time to read and write, and I wish I had brought my horn. Although there are no theaters or VCRs, we have friends we can invite over or visit. We also have the beautiful, hilly landscape we can stare at and just daydream.

So we have fulfilled my dream, and my grandfather's dream of visiting Africa. So far, living in Africa has been a marvelous experience that we will never forget. I hope that in the future, African-Americans will visit Africa in greater numbers, and learn more about our Motherland.

Michael P. Carson was a Peace Corps Volunteer in the Taita Hills Region of Southeastern Kenya from January 1990 to December 1991.

# NEWS FROM INTER-AMERICA

## Peace Corps Highlights From Latin America

By Earl McClure  
Regional Director  
Inter-America

If we were to look at a map of the 60's, there would be very few countries in Latin America that did not have a Peace Corps post. There were over 5000 Volunteers in Latin America during the 1960's.

In the late 60's and early 70's, these posts began to disappear, as a result of security concerns, budget realities, and political decisions of host country governments.

In 1989 transformations in many countries began to occur; brought about by the infectious fever of democratization and open-

ness that began raging over the Central European countries. Many Latin American countries looked again at the many successes of the Peace Corps. Changes in governments in places like Nicaragua and Panama created fertile environments for Peace Corps activity.

Peace Corps Latin America has re-entered Bolivia, Uruguay, Haiti, Nicaragua, and Panama. The first ever Peace Corps Volunteers arrived in Argentina in July of 1992. Plans are currently underway to return to El Salvador.

The Inter-America Regional initiatives coincide with Agency priorities. The Region has made substantial progress in each of these initiatives and will continue to focus on each of these areas during FY 93-95. In general, the Region will work at: reducing environmental degradation, increasing food production, increasing sources of employment and income generation, improving primary health care, improving educational services, and reducing socio-economic problems in urban areas. The IA Region will also stress the integration of youth and women's concerns into each of our program sectors.



*A young evacuee in the Asunción flood camps during Director Chao's July trip to Paraguay.*

The priority ranking of the development areas in the Region is as follows:

1. Environment
2. Small Business Development
3. Agriculture
4. Health
5. Education
6. Urban Development.

## NATIONS AT A GLANCE

### BOLIVIA

The Peace Corps program in Bolivia has just completed two years since its return after an 18-year absence. PC/Bolivia now has 83 Volunteers assigned to 4 major programmatic areas: agricultural extension and soil conservation/environmental education, small business development, environmental development, and rural sanitation. It is estimated that Volunteer growth will stabilize during FY93 at approximately 100 Volunteers. PC/Bolivia has established three offices to provide program support to Volunteers. These are located in La Paz, the capital city, Cochabamba and Tarija.

Bolivia had the honor of welcoming PC Director Elaine Chao to the country July 14-



*PCV Sarah Huber leads local high school girls on a field trip in Santa Cruz, Bolivia in this Best Photo entry by PCV Will Rex.*

17, 1992. During her stay, Director Chao met with PC staff, US and Bolivian officials, and PC Volunteers. Director Chao had the opportunity to see first hand the work the rural Volunteers carry out in Cochabamba in agriculture, agro-forestry, and cooperatives. Her itinerary also included a visit to the PC training center in Mallasa, where the Director met with 31 new small business development and rural sanitation trainees.

**HAITI**

Haiti experienced a coup d'état resulting in the removal of their democratically elected President. Within several weeks, 59 Peace Corps Volunteers were either separated or transferred to other Inter America Region countries. We have an Acting Country Director, Richard Etienne, and an Administrative Assistant who now wait until it is safe to return to Haiti, the poorest country in the Western Hemisphere. We will return to work in the areas of agro-forestry, health administration and pre-primary education.

**NICARAGUA**

The Peace Corps returned to Nicaragua in May 1991 after a twelve-year absence. Peace Corps Volunteers originally served in Nicaragua from 1968 to 1978. The program was suspended in 1978 due to civil war.

Volunteers provide assistance to a vocational education project funded by AID. Volunteers also act as instructors, in carpentry,

plumbing, computer science, electricity and job placement in Managua.

In collaboration with a Canadian non-governmental organization, Volunteers provide technical production assistance and training to small businesses in order to increase employment and productivity in Nicaragua.

PC/Nicaragua is currently developing a project with the Ministry of Health to improve and expand quality health care services to the urban poor. Beginning in January 1993, this joint effort will develop and present a preventative health education program focusing on cholera, malaria, nutrition, drug and alcohol abuse, AIDS, maternal/child care, vaccination, first aid and oral rehydration.

**PANAMA**

Six Volunteers were sworn in on November 27, 1990, the first to serve in Panama since May of 1971. The PC program in Panama initially focused on the management of natural resources, working with the National Institute for Renewable Natural Resources (INRENARE), principally within the Panama canal watershed area. Recently,

PC/Panama has expanded into conservation, community development and small business. Peace Corps has also been sought out by the Ministry of Education to assist in the design and implementation of environmental education programs on a national level. Currently there are 37 Peace Corps Volunteers serving throughout Panama.

**URUGUAY**

Uruguay is the second



*PCV Beth Berlage talk with primary students in Comayagua, Honduras. Photograph taken by PCV Alfonso Garcia.*

smallest country in South America and is home to approximately 3 million inhabitants of Spanish, Italian and Portuguese descent. The government of Uruguay and the Peace Corps signed a joint agreement on July 31, 1963. The Peace Corps suspended operations in Uruguay in 1973 due to budgetary constraints resulting from a world-wide reduction in Peace Corps programs.

On July 30, 1990, the Uruguayan Ministry of Foreign Relations formally requested the return of the Peace Corps. The first group of 24 trainees took their oath in December 1991, with Uruguayan President Dr. Luis Alberto Lacalle and U.S. Senator Richard Lugar administering the Peace Corps oath.

There are currently 44 Peace Corps Volunteers throughout Uruguay, maintaining the programmatic focus of developing small business and environment sector activities.

Environmental degradation is a serious challenge in Uruguay, and Peace Corps is assisting the government in its implementation of an effective response. Volunteers focus on Integrated Watershed Management and Environmental Education projects. They are assigned to national parks to teach park management skills, work in buffer zone management, and conduct environmental education.



*PCV Susana Lein vaccinates poultry in the Alta Verapaz region of Guatemala in this Best Photo entry taken by villiager Eligio Toj Sábano.*

## SPECIAL FROM INTER-AMERICA

## Peace Corps in the Galapagos

By Robert Drickey  
Ecuador Country Director

**G**alapagos. The name conjures images of exotic species, living in isolation, evolving in their own way, separate from the rest of the world. Galapagos is the site of Charles Darwin's observations in 1835, which led him to



*Slowly moves the shell that makes these islands famous.*

formulate the Theory of Evolution. Darwin spent only five weeks on the islands during his five-year sojourn aboard the *Beagle*. But the influence of the Galapagos upon him, and consequently upon the world, was monumental.

The Galapagos Islands are part of Ecuador. They cover an area of 4,690 square kilometers and lie some 900 kilometers off Ecuador's Pacific Coast. The Galapagos consist of 13 major and six minor islands, with 42 other very small islands or rocks.

For the past three years volunteers in PC/Ecuador's Natural Resources Project have been working on the establishment of an experimental agroforestry nursery with the final objective of providing native species to be planted in agroforestry systems on crop and pasture lands.

This is important in light of the impact that aggressively introduced species are having on the native vegetation and because of

the extensive exploitation that valuable, but slow-growing, local species are undergoing due to the high demand by consumers for local uses such as ship building, construction, and furniture.

Volunteers coordinate their activities very closely with the Galapagos National Park Service, the Charles Darwin Scientific Station, and local farmers. Their main tasks include: providing technical assistance for the propagation of seedlings at the central nursery, working as extensionists for the establishment of experimental agroforestry plots, and taking measures to establish and manage seed banks.

Results to date have been very encouraging. The experimental nursery is functioning adequately with an average production of 10,000 seedlings a year. Approximately 10 agroforestry demonstration plantations have been established, and relations between Peace Corps, the Galapagos National Park Service, the Charles Darwin Scientific Station, and local farmers are excellent.

Peace Corps Volunteers have worked on the Galapagos intermittently for twenty years. During the 1970s, Volunteers worked with scientists at the Charles Darwin Biological Research Station as part of an agreement with the Smithsonian Institute. For the past three years, Volunteers have worked with the Darwin Station and species of plants and animals introduced into the Galapagos from the outside have had an extremely detrimental impact almost since the discovery of the islands. Because the islands are isolated, with delicate ecosystems, newly introduced species grow in abundance and aggres-

sively push some native species to extinction. Since the 1960s the Darwin Station has worked to save a number of threatened animal species, including the giant Galapagos tortoise and the marine iguana.

Introduced tree species such as guava and red quinine threaten to replace a number of native tree species on the islands. The Peace Corps Galapagos Agroforestry Project, using SPA funds, has established a nursery to investigate, develop, and distribute seedlings of native species and non-aggressive introduced species such as teak and walnut.

In these days of growing awareness of the ecology of our fragile planet, ecotourists are flocking to the Galapagos. Ironically, this popularity presents yet another threat from humans to the fragile ecosystems of the islands. Tourism development, poor planning, and rapid population growth threaten to destroy the island's pristine beauty and its protected habitats for unique flora and fauna. Peace Corps Volunteers will continue work in the Galapagos to increase awareness of the environmental dangers created by unplanned and unrestricted growth.

The Peace Corps has a long, productive history in the Galapagos, and will continue to work to preserve this jewel in the Pacific.



*Constructing a water storage tank for the native species nursery near Puerto Ayola, Galapagos.*

photo by Tom Lenz

## SPECIAL FROM INTER-AMERICA

## Summer Youth Program in Costa Rica Asks: *What Planet Are You From?*

By Pat Thompson, Mike Inzitari,  
and Lee Martin

Three years ago, very little was known about street kids in the metropolitan areas of Costa Rica. Peace Corps developed a small program called Social Rehabilitation for Inner-City Youth, where three Volunteers were placed in squatter settlements in the San Jose and Limon areas, two of the biggest cities of Costa Rica. They were asked to investigate the situations and problems confronting street kids and how Peace Corps could address this growing population. Their findings are helping implement the Urban Youth Program that exists today.

Currently, there are five Volunteers working with street kids, living in marginal communities surrounding the largest cities in Costa Rica. The Urban Youth Program has three primary goals: creating opportunities for street kids in education, jobs and recreational projects; establishing, or working with community groups addressing urban youth problems; and working with existing groups to coordinate inter-institutional programs and community involvement.

Too little is known about the extent of current problems of inner-city kids. P.A.N.I. (Patronato Nacional de la Infancia), Costa Rica's governmental institution which works with women's and children's issues, began realizing the scope of the problem five years ago, but due to lack of funding and personnel, has not been able to sufficiently address this growing horror. What is known is that the population of urban youth has doubled since 1982, and in 1984 a study was done that showed 60% of the population living in cities is under the age of 15, creating a tremendous overload in schools, a lack of

employment and overcrowding in metropolitan communities.

P.A.N.I. has grouped the "street kid" population into three categories: children OF THE STREETS, those children who both work and live in the streets; children IN THE STREETS, those who work in the streets to support their families but return home at night; and children AT HIGH RISK, children living at home at the poverty level.

Street kids in general work in the streets selling flowers, gum, newspapers, and other small items. They wash cars and buses, sing and play musical instruments, beg or steal to earn a living and help support their families. Street kids are often forced to leave school, and their family lives are plagued with alcoholism, prostitution, economic hardship, and physical, sexual, and emotional abuse.

As with most Peace Corps assignments, the Volunteer is faced with the task of meeting the varied needs of the community. This requires patience, organizational skills and energy. The Urban Youth Volunteers that are now serving their communities and the street kids have confronted the enormity of their situation, and this constantly alters the focus of Peace Corps involvement.

In an effort to meet these challenges and address community problems, four Peace Corps Volunteers, along with a WorldTeach volunteer, developed a challenging summer program for the street kids of Cartago, Costa Rica. The project is called WHAT PLANET ARE YOU FROM? It was at first a wishful idea, then became a reality. The project is aimed at physically and mentally challenged

*(Continued on page 21)*



PCVs, left to right, Lee Martin, Patricia Thompson and Michael Inzitari with 15 "street kids" from Cartago, Costa Rica.

# NEWS FROM PACEM

By Janet Paz Castillo  
PACEM Training Officer  
and Jill Diskan  
Special Assistant, PACEM

Most of PACEM's growth has occurred because of the opening up of Central and Eastern Europe and the disintegration of the Soviet Union. In the past two years PACEM has opened posts in Poland, Hungary, Czechoslovakia, Bulgaria, Romania, Albania, Mongolia, Latvia, Estonia and Lithuania, all of which have Volunteers in place. Staff in Ukraine, Russia and Armenia are preparing for a mid-November arrival of trainees. In addition, PACEM has successfully re-entered Tunisia, Morocco, Yemen and Pakistan, which were temporarily suspended during the Gulf War and the Philippines which was suspended for security reasons. Current plans call for new programs in Uzbekistan, Kazakhstan, Krygystan, Turkmenistan, Tajikistan, and Belarus, by the end of 1993. Other possibilities include Azerbaijan, China, Moldova, the Maldives, Djibouti, and Cambodia. This rapid expansion in the PACEM Region is providing Volunteers with additional opportunities to be agents for constructive change in countries that haven't been open to the Western world for many years.

There is no common language among PACEM countries. PACEM teaches 48 languages, many of which are rated among the most difficult in the world, for example, Arabic, Mongolian, Hungarian, Thai and Polish. In preparation for the CIS programs, PACEM has completed development of new language curricula for Lithuanian, Latvian, Estonian, and Albanian, and anticipates completion of curricula for Ukrainian, Armenian, Russian, Uzbek and Kazakh by the end of the year.

## CIS

-During June and July, 6 trainee groups providing 26 business and agribusiness and 42 TEFL trainees for the nations of Latvia, Estonia and Lithuania arrived in country.

-In June and July staff arrived in Ukraine, the former bread basket of the Soviet Union, and at two locations in Russia: Saratov, located on the Volga River, the heartland of Russia territorially; and Vladivostok, the outpost of the Russian Far East and Russia's window to the Orient. These staff members, selected from candidates who had the small business expertise, Peace Corps experience and/or Russian and Ukrainian language skills from within the agency and from the outside, are challenging the slow-moving former Soviet bureaucracy as they establish the posts, organize the first training project and complete programming and site development in



*PCV Michael Mannix captured these children playing on stacks of harvested rice in Dang Valley, Nepal.*

time for the planned arrival of 100 Volunteers in Russia and 60 Volunteers in Ukraine before the end of the calendar year.

-After its first year of operating only in the capital city of Ulaanbaatar, Peace Corps Mongolia is now ready to place its second group of Volunteers in 13 provinces through-

out the country. The Volunteers will work in Small Enterprise Development and TEFL. On a more personal note, Mongolia PCV Mike Chasse came in second, to the delight of the crowd, in the road race which was part of Naadam, Mongolia's annual national festival of "manly sports" competition.

## CENTRAL & EASTERN EUROPE

-Peace Corps Hungary was the initial Peace Corps program in Central Europe. Its first group of Volunteers, in education and environment, has just completed its service, and Hungary IV is currently in training. PCVs are now organizing a camp for secondary school students to promote environmental awareness.

-Peace Corps Poland, the Region's largest post, has also COSED its first group of Volunteers. Poland now has about 180 Volunteers in TEFL, 51 in SBD, and nine in Environment. Poland's highly successful SBD project is a model upon which several of the new projects in the CIS are being based.

-Bulgaria's Multi-link Business Resource Centers provide information on small business development, environmental issues, and English language teaching to small businesses and entrepreneurs in six cities. Bulgaria's first group of 26 SBD volunteers has just arrived, 12 of which will be assigned to staff the Centers. On another front, Bulgaria TEFL PCV, David Kinsley, recently organized a marathon through and around Sofia to raise funds to send up to 14 secondary school students to the US to explore the roles and responsibilities of an individual in a democratic society. They will meet with community, political and business leaders and high school students and participate in community service projects. Kinsley's mother is organizing their visit.

## ASIA

-Sri Lanka has a new Wildlife and Environment Education Project. Initial in-country training for this new project is jointly



*Following a Ngasech, the traditional first childbirth ceremony, Palau PCV Angelica Sorge participates in a restaged ceremony using a doll.*

sponsored by Peace Corps and US Fish and Wildlife Service, and funded by the U S Agency for International Development.

-On the not so positive side, the Peace Corps program in Pakistan was closed out on August 15th because Peace Corps and the Government of Pakistan have not been able to agree on the appropriate level of host country support.

**MEDITERRANEAN**

-Yemen is starting a new maternal and child health project and is exploring entry into the environment sector in FY 93.

**PACIFIC SUBREGION**

-In the Pacific, Small Business Develop-

ment projects are moving forward in Micronesia, Western Samoa, Cook Islands, Tonga, Fiji, and Vanuatu. Staff and host country counterparts from Western Samoa, Tonga, and Fiji have been trained in environmental education techniques.

-The Federated States of Micronesia issued a postage stamp to commemorate 25 years of Peace Corps assistance.

-Peace Corps Western Samoa celebrated its 25th anniversary in June with a visit by Director Chao.

-In October, Tonga will celebrate 25 years of "Peace Corps and Tonga."



*PCV Linda Messner on Nama, Micronesia uses puppets to help teach English to first graders.*

**What's Next**

In order to provide continued quality support to such a diverse and large number of countries, as of October 1, PACEM will be divided into two more manageable and geographically coherent Regions:

**EURASIA AND THE MIDDLE EAST (EAME)**

Albania, Hungary, Poland, Romania, Czechoslovakia, Bulgaria (Central Europe); Lithuania, Estonia, Latvia, (Baltic Nations); Russia, Ukraine, Armenia and the Central Asian Republics (Eurasia); Morocco, Tunisia, Yemen, Malta, (Middle East)

**ASIA AND THE PACIFIC**

Nepal, Mongolia, Sri Lanka, Thailand, (Asia); Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Palau, Papua New Guinea, Philippines, Solomon Islands, Tonga, Tuvalu, Vanuatu, Western Samoa (Pacific).

**REGIONAL FEATURE**

*(Continued from page 19)*

children at risk through a series of outings to various national parks, reserves and farms throughout Costa Rica. This offers the children a new environment in which to explore themselves as young adults, gain self esteem and communication skills, and learn to appreciate nature. By taking them out of their normal surroundings and having them climb a mountain, cross a river, or set up a campsite, they became empowered as important members of a team of adventurers. They are also able to enjoy their country's beauty, along with having the opportunity to just enjoy being a child.

Anyone interested in more detailed information about Urban Youth problems and project development can write to:

Urban Youth Program  
Peace Corps Costa Rica  
APDO. 1266  
San Jose - 1000  
Costa Rica, Central America



*Children from Cartago, Costa Rica explore Volcano Irazú near their village.*

Photo by PCV Lee Martin

# Picture This

Edited by Brian Liu



## *A Hard Day's Work*

*During the rainy season, two young tree-planters carry Dawadawa trees as they return home from a long day of planting in northeastern Ghana. The boy on the right carries barefooted forestry PCV Mark Brungs' shoes for him as he takes their picture.*



## *New Friends*

*PCV Diane Gallagher makes a friend at a home for the elderly in Mindelo-Saõ Vicente in Cape Verde, West Africa.*



## *Celebration*

*PCV Mark Nachtrieb photographed Uttan Sigh Budd, a teacher, during the celebration of the Nepali Holi Festival.*



### *Helping Hands*

*Swaziland PCV Bill Acton involved in a tree planting campaign with primary school children from Florence Christian Academy. The photo was taken by PCV Emily Vondriska.*



### *Friendly Faces*

*Ahmed and friends peer through the front gate of PCV Ghlee Woodworth's home in Bimbini, Anjovan, Comoros Islands.*



### *Last Day*

*PCV Barbara Hubbard spends her last day in Liberia with Emmanuel. Hubbard was evacuated the next day due to the Liberian Civil War.*



### *Time Off*

*Two children in Guinea, West Africa enjoy some free time with PCV Shalome Marshall.*

## SPECIAL FROM PACEM

# After the Curtain Fell: A Visit in Peace to Central Europe

By Michael McCaskey

*Michael McCaskey recently returned from visiting Peace Corps Volunteers in Czechoslovakia and Poland. He is a former Volunteer who served in Ethiopia (1965-67) and is currently serving on the Peace Corps National Advisory Council. What follows are some of his impressions on his travels in Eastern Europe.*

**A**s I flew East, to the lands of the old Warsaw Pact, I wondered. What would it be like behind the fallen iron curtain that has been the fascination and the fear of my entire generation? I had set out to visit Peace Corps Volunteers in Poland and Czechoslovakia to find out how their mission differs from mine of 25 years ago and also to see how it is the same.

My first stop was Prague. An ancient, proud, city set among rolling hills with the river Vltava winding through, the sight of Prague can be breathtaking in its beauty. The history of the city, at times tragic, is also a tribute to the mettle of the people. Prague has been at times occupied by outside forces since the 13th century, but the city has blessedly escaped being bombed—a fate so common to many of Europe's other great cities. Having been spared bombs, this "city of 1,000 spires" is truly an arresting sight. From any elevation, the church steeples catch the eye, the church bells soothe the ear.

My tour of Southern Poland was also an excursion into a beautiful countryside. There again, rolling landscape and beautifully tended farms await the visitor. However, the Communist past is evident even in the structure and layout of the farms. The

narrow strips of farmland, kept small but collectivized, are a major impediment to modernization. The necessity of teaching both modern agriculture and modern business was apparent when I looked out on the physical landscape. To make these farms modern and competitive, the old ways must go. The politics have changed. Now, quite literally, the land must also change.

In both Czechoslovakia and Poland, modernity has arrived with a vengeance in some areas. There is a great deal of modern Western gadgetry available for sale at low prices, by Western standards. Czech/Swiss

frustrations of their jobs, but seem determined to press on with good cheer to accomplish their goals. I also ran into a type of Volunteer new to me. They were in their 30's and 40's and older and often engaged in business or economic development. Many had MBA degrees and had left successful careers mid-stream for the Peace Corps adventure in Eastern Europe. These folks shared the idealism of most Volunteers, but were also very demanding and less patient. They will need more technological tools, such as computers, to do their job and more sophisticated support from staff.

The Volunteers are engaged in a wide variety of tasks. It appears the Peace Corps is doing a better job of matching experience to the job at hand—better anyhow than when I was a volunteer. Gerri Carlson and Maria More, who had been teaching English literature and history at colleges in the U.S., are training teachers at a teachers college. Larry Michels, a banker from Chicago, is helping a Polish ministry privatize state-owned companies. Paul Clark, who left a fast-track career at a management consulting firm, recently helped the Tarnobrzeg district government conclude a \$10mm agreement with Levi Strauss to build a plant there. John and Kim Everett, who had been environmental consultants in the U.S., are helping Ostrava, Czechoslovakia wrestle with enormous pollution problems caused by coal mining and sulphur operations. John Everett has dreamed since childhood of becoming a PCV. Today he lives that dream making a substantive contribution to solving an immense problem. The work in Central Europe appears varied and challenging. Some of the Volun-



*In Poland, from left to right, Jerzy Wisniewski, Ryszard (Richard) Jania, Vice Governor of the Tarnobrzeg Region, Mike McCaskey and Paul Clark.*

made compact discs for example are easy to come by for about a third the price of CD's in the States, and the quality is excellent.

I was curious to see for myself how the Volunteers' experiences differed from my own. Many of the Volunteers were much the same; they would have easily fit into my group in Ethiopia. It was evident that they possessed strong characteristics of idealism, energy and flexibility. They acknowledge the

frustrations of their jobs, but seem determined to press on with good cheer to accomplish their goals. I also ran into a type of Volunteer new to me. They were in their 30's and 40's and older and often engaged in business or economic development. Many had MBA degrees and had left successful careers mid-stream for the Peace Corps adventure in Eastern Europe. These folks shared the idealism of most Volunteers, but were also very demanding and less patient. They will need more technological tools, such as computers, to do their job and more sophisticated support from staff.

*(Continued on page 28)*



# The New Peace Corps Environmental Management Initiative

Text and photos by Jeff Hughes

**W**hat do you get when you combine nine community development specialists with three engineers, three urban planners, an architect, and two economics majors who know how to construct wells? The answer is the Peace Corps' new Côte D'Ivoire Urban Environmental Management (UEM) Program. The eighteen Volunteers who were sworn into Peace Corps service last December are the beginning of a pioneer development effort which the Peace Corps hopes to eventually expand to other countries and continents.

## The Urban Environment

As its title implies, the focus of the UEM program is the improvement and management of urban environments. In the early 1960s, when the first group of Peace Corps Volunteers arrived at their sites, there were approximately a billion people living in urban areas, 34 percent of the world's population. Today the number has climbed to over two billion with 45 percent of all people living in urban areas. At the present rate of urbanization, there will be over 3 billion people living in urban areas by the year 2000. In order to adapt to this changing world, the Peace Corps has begun exploring options for working in urban settings.

The rapid urbanization over the last 20 years has severely taxed the carrying capacity of many cities throughout the world. The provision of basic services such as access to drinking water and adequate sanitation has not kept pace with the rapid growth rates. The high density associated with many cities has also led to serious problems in areas such as solid waste management and erosion control. The prevalence of urban environmental management problems have created situations threatening the quality of life and the public health of millions of people.

The Peace Corps has created a new environmental program which can best be described as a variation of the familiar creed "think

globally, act locally." The new Peace Corps "environmentalists" will not be focusing on macro-environmental concerns such as global warming and ozone depletion, but rather on local issues such as the provision of safe drinking water, adequate sanitation, solid waste management, and surface water drainage. These environmental concerns are the problems that affect the quality of people's lives on a daily basis, they are what the municipal governments in countries such as Côte D'Ivoire are struggling to keep under control. Unfortunately, the financial resources for addressing environmental problems are severely limited and Côte D'Ivoire, like cities throughout the world, are seeking outside aid.

What role can an organization such as Peace Corps, whose strength is providing human resources-not financial resources-have in the environmental sector? Volunteers can assist in the management of environmental problems in a variety of ways. More technically qualified volunteers can provide assistance in areas such as latrine construction and drainage control, others can participate in environmental education campaigns and help organize community trash collection programs. Like most traditional Peace Corps

programs, the success of the Volunteers will rest with their ability to work within established local institutions and organizations to find creative community based solutions to problems.

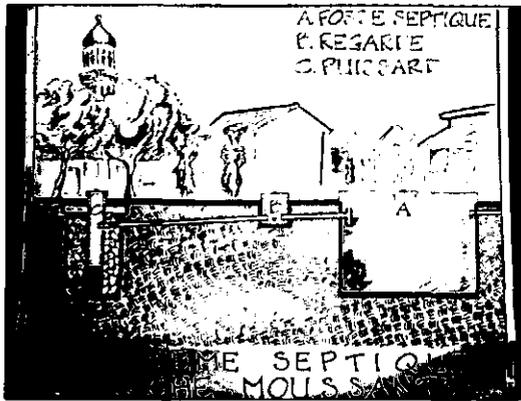
The Peace Corps is not alone in its desire to work in the urban area, and other organizations are watching the new program to see how it progresses. USAID's Water and Sanitation for Health Project has pledged continued support and provided valuable assistance in preparing the first training.

## New Volunteers

The Côte D'Ivoire UEM program was created as an interdisciplinary approach to solving a variety of urban environmental problems. An integral part of the project design is that the UEM Volunteers will work in pairs: one community developer PCV with one technical PCV. The community development volunteers will work with community organizations and neighborhood leaders in developing



*Two local masons constructing the soakaway pit for the new latrine project in Thies, Senegal.*



*Drawing of plans for the latrine, soakaway pit, and footbridge over the drainage canal.*

locally based sanitation and urban environmental management systems. The technical Volunteers will work directly with the technical services division of the Municipal governments to assist them in developing or restructuring their public services provisions.

Addressing environmental issues will require a variety of specialized skills. The first generation of UEM Volunteers in Côte D'Ivoire brought a variety of perspectives and experience to their new jobs. The community development volunteers have a wide range of work experience in areas such as recycling and environmental education. The technical Volunteers have work experience ranging from drafting and building construction to the design of piped sewerage systems. Many of the Volunteers have advanced graduate degrees, and a third of the group has had previous international experience.

### An Urban Environmental Management Experiment

Will Peace Corps Volunteers be able to have an effect on the daunting problems facing many urban areas? It is still too early to tell; however, if the success of the first UEM training is an indicator, efforts such as the UEM program in Côte D'Ivoire should provide Volunteers with the opportunity to make significant contributions while having fulfilling Peace Corps experiences.

The first UEM training was recently completed at the regional Peace Corps training site in Thies, Senegal. Thies, the country's second largest city, has a very similar charac-

ter, administrative structure and set of environmental problems as the secondary cities in Côte D'Ivoire where the UEM Volunteers are now stationed.

It was impossible to completely cover all the technical aspects of urban environmental management in nine weeks, and because of the lack of prior experience it was very difficult to know exactly what were the priority skills that urban Volunteers would need to be effective.

In the face of these obstacles, it was decided that the most important training objective was to teach

the trainees a method of working as opposed to a rigid package of skills. The best way of teaching working methods was to expose the trainees to the type of problems they would eventually have to address. The city of Thies, with its obvious environmental problems, presented the trainees with a unique opportunity to see first hand the intricacies of working in the environmental management sector in a Francophone West African city.

Contact was made with local municipal officials, including the mayor, to explore the possibility of having the trainees work on

actual projects within Thies. For a variety of reasons, the city was having limited success in managing its urban environment, and with the exception of a few expensive and questionable large water and sanitation projects, the city had not worked with outside organizations in the environmental management sector. The city's leaders embraced the idea of working with the trainees to develop creative methods of addressing the city's environmental problems. The project idea was presented as a training exercise, yet one of its strengths was that it was recognized by both the city and the training staff as a means of making a valuable and real contribution to the city of Thies.

The 18 trainees were divided into three groups based on their skills, interests and experience. Each group concentrated on one of the three environmental sub-sectors identified by the local government as priority problems: sanitation, solid waste, or surface water drainage. The objectives of the projects were to examine the existing situation in Thies, propose, and if possible, implement small scale community based improvement projects. The normal training construction budget was augmented by Peace Corps to provide small project budgets for each of the groups.



*PCV Engineer Franz Drees, stooping, explains design of footbridge over an intentionally blocked drainage canal in Thies to trainees.*



The Sub-Sector projects (SSP's) were designed to utilize the group's engineers, planners and community developers in a comprehensive, interdisciplinary team approach. The group was to use their past experience, local resources, the information covered in the classroom technical sessions, and above all their ingenuity to address urban environmental problems they encountered in Thies. It was hoped that through their efforts, everyone would have a much clearer picture of what being an urban environmental management Peace Corp Volunteer would mean.

The projects were carried out under the supervision of local Thies institutions. Without exception, the variety of agencies involved in environmental management were very enthusiastic and pleased with their collaboration with the trainees. If there were any problems it was when officials became over-enthusiastic, as was the case during the groups' first meeting with the municipal council. One of the assistant mayors told the trainees he was expecting them to prepare the city's five year environmental management plan! In general, expectations were much more realistic, and in the end the trainees were able to accomplish feats which no one, with the exception of the five year plan man, could have expected.

The projects began with an effort to learn more about the existing situation in Thies. No one, including the mayor or any of the individual agencies, had a clear comprehensive picture of the provision of environmental services in Thies. The group resorted to a variety of creative approaches to learn more about the existing situation.

The groups established working relationships with all of the major agencies and individuals involved in the provision of solid waste, sanitation, and drainage services, and also identified those specific individuals who could implement the services. They found Mr. Gacko, the one-armed man who single handedly ran the city's solid waste program. They met Mr. Bah, the manager of the city's only septic tank pumping truck service, who took pride in being a *homme d'affaires* (businessman), with all the powers sadly associated with running a monopoly. They met the staff of the Hygiene Service, who were given the responsibility of managing sanitation



*PCV Stephanie Wood interviews market shopkeepers in Thies about their sanitation problems.*

throughout the entire region of Thies with a ridiculous budget and one tentative truck.

The trainees became familiar with the day to day operation of environmental services. Trainees rode on trash trucks, counted and mapped the city's system of trash bins. Another group spent time with the work crews charged with cleaning out drainage canals — maps were drawn identifying the strengths and weaknesses of the canal system. Others spent mornings exploring the overflowing nightmare latrine systems found in the city's public areas.

No picture of the existing situation would be complete without information from the community. The groups carried out extensive surveys — soliciting peoples' opinions on existing and potential future environmental services. The trainees facilitated community meetings through the city to insure that community input and support was incorporated into all phases of their projects. Simple observation provided further information — as trainees watched peoples' interactions with their environment in answer to such questions as: Where do people throw out their trash? How much do people pay to use public latrines? How much do they pay to have their septic tanks emptied?

Based on what they discovered and the demands expressed by the local communi-

ties, each of the three groups worked with local community leaders and existing institutions to design projects. One group decided to renovate the overflowing latrine in the city's second largest market. The solid waste team worked on a neighborhood trash collection system complete with an innovative dumping donkey cart. The third group planned a bridge over an important drainage canal that was routinely filled in by inhabitants so that they could cross it. In addition to the primary projects, several trainees became involved in secondary projects. One group helped a women's group start a composting program. Another group worked with a local market association on a variety of projects after working on their new latrine.

It had originally been thought that, given time and resource constraints, well-documented project designs would be sufficient end products. The trainees, however, wanted more, and ended up working through much of their limited free time to see the completion of all of their projects. Before leaving Thies for Côte D'Ivoire, the groups saw the results of their labor with the filling in of the old open sewage pit in the market, the delivery of a completed trash cart, and the inauguration of a new foot bridge. The sense of excitement at completing the projects was as great for the communities as for the



trainees, demonstrated by the huge drum celebrations held throughout the city to inaugurate each of the projects.

During their time in Thies, the trainees witnessed a variety of "successes" and "failures," and as a result learned first-hand the difficulty of working on problems which affect everyone. One group had to delay work after the "self-help" laborers refused to work without getting paid. Other groups spent days preparing for meetings that no one came to because of unexpected events like funerals, and expected events —like Friday prayers —that the community leaders "forgot" about. These difficulties were balanced with amazing examples of community support. There was the day when the future of the latrine renovation project was in question due to unexpected cost overruns. A local women's organization interceded and sang, danced, and collected the necessary funds in a dynamic 30 minute fund raising drive that shocked and inspired all who witnessed it.

The culmination of the training and the project was a formal presentation to the city's leaders at the town hall. The city didn't get a five year plan, but did receive professional

reports documenting all of the group findings and achievements, including detailed plans for follow up work. Praise for the projects was distributed equally among the trainees, local agencies and communities.

The council was pleased not only with the actual projects but also with the approach used by the Peace Corps. The mayor, in a dramatic speech, praised, "the return of the donkey," in an age of hydraulic trash trucks. An assistant mayor saw the bridge project as an important metaphor showing the power of bringing people together.

### Building Bridges

Much of the group's success revolved around their ability to build bridges between different groups. Local government agencies cooperated with federal agencies. Different previously isolated development projects were connected — a local community found a market for their organic trash in an existing bio-gas project. Different community groups cooperated with each other to accomplish things beyond what single groups could do. Communities were introduced to a variety of government and non-governmental agen-

cies charged with the responsibility of managing their environment. These linkages created working relationships that will exist long after the departure of the trainees.

The exercise in Thies proved that with a minimum amount of financial resources, a team of community organizers, technical specialists, government workers and members of the community can join together and improve the quality of their local environment and in turn the quality of their lives. All of the projects in Thies were based on the philosophy that although Peace Corps Volunteers can organize, motivate, and create linkages, real change depends on local communities and existing institutions. Through their work in Thies and Cote D'Ivoire, the new UEM volunteers are seeing the depth of resources available to local communities. The process of tapping into these resources, like the entire Peace Corps experience itself, can be difficult, frustrating, and infinitely rewarding.

*Jeff Hughes, a Mali Community Development RPCV has extensive background as a consultant and technical trainer in Cote d'Ivoire, Uganda, Senegal, Ghana and Burkina Faso.*

### REGIONAL FEATURE

*(Continued from page 24)*

teers are in positions with a remarkable degree of responsibility. What helps most is that the work they are doing ties back to their jobs in the U.S. For many Volunteers, there is no road-map pointing the way to solutions to the problems they have taken on. They are making their own way.

Is it easier today? I have heard people say that some of the Volunteers have attractive apartments with telephones and maybe even televisions and, well, how tough can that be?

While true in some cases, this only adds to the frustration. Often the telephones don't work; and the television might have only three channels, none in English. More importantly, like all their PCV brothers and sisters, the Volunteers are all involved in a life of service to others. The particulars of East European amenities aside, they are going into a culture that is totally different for them and they must work in that culture to improve societal conditions. In that manner,

these PCVs are no different than PCVs of my generation. Our goal is the same.

As to the main surprises of my visit, I think that compared to my tour in Africa, it was a bit of a shock but a pleasant realization to note that it's now OK for Volunteers to fly home during their two-year term of duty. I met Volunteers who were eagerly looking forward to going back to the U.S. to attend a family wedding and other special events. During my tour of duty you stayed put. The regulations forbade going home except in the most dire straits. Now, in Warsaw, as everywhere, you just jump on a plane. I flew non-stop to Chicago from Warsaw and I give the Polish airlines, LOT, which flew the Peace Corps ten computers to Poland gratis, very high marks. The accommodations on the LOT Boeing 767, were exceptional and the crew was professional and pleasant.

Idealism is the main driving force among the Volunteers I met. I think these are people

that everybody associated with the Peace Corps can be proud of. Former Volunteers like myself can see some of the same optimism and idealistic impulses at work today that first lead us to serve. There is the same energy, drive, and commitment. One also gets the sense that many of the Volunteers feel they are on a great adventure of historical importance to Eastern Europe - and they are!

*Editor's note: Mike McCaskey and Andy Czernek (RPCV-Zaire 1973-75) have formed a project organization, PC<sup>2</sup>, to gather used computers in the United States to send to Volunteers in Eastern Europe. PC<sup>2</sup>, which stands for Personal Computers for the Peace Corps, has sent ten computer systems to Poland and 8 to Czechoslovakia. If you know of companies that might donate used computers in good working order, call Mike at the Chicago Bears (708) 295-6600.*



# Varina Eve Rogers, Malawi

*"Greater Love Hath No Man Than This,  
That A Man Lay Down His Life For His Friends."*

The Bible: John—15:13



*Rina Rogers at a Peace Corps training site in South Carolina.*

**O**n Tuesday, April 21, 1992, Peace Corps Volunteer Varina Eve Rogers was killed in a motor vehicle accident in Salima, Malawi in East Africa.

Rina, as she was known to her friends and family, entered Peace Corps service on September 28, 1991. She began her pre-service training in fisheries in McClellenville, South Carolina, and was formally sworn in as a Volunteer on December 30, 1991. Rina continued extensive technical aquaculture training in Malawi. She served as a Fish Farming Extension Volunteer. She was assigned to work with the Fisheries Department, under the auspices of the Malawi—German Fisheries and Aquaculture Development Project, which is very active in the southern region of Malawi.

As a fisheries Volunteer, Rina was working to advance fish farming among rural Malawians as a means of increasing the availability of nutritional protein. She was very excited about the involvement of women farmers in fisheries projects. She concentrated her efforts on helping to increase the acceptance of fish farming by women and on the establishment and support of women's

clubs and organizations in rural areas.

Rina was a 1991 graduate of the University of Cincinnati and was a resident of Middletown, Ohio. She received an A.B. in Communications/Business Management and had been vice president for external affairs and fund-raising committee chair of her professional business fraternity. She had also been a Ronald McDonald House volunteer and a Junior Achievement Business Basics participant. At her funeral Mass, Father Charles Moore remarked that Rina had followed "God's command to love our neighbor." Moore also cited Rina's work in helping to "alleviate some of the poverty, misery and injustice across the world." At the Mass, Peace Corps Director Elaine L. Chao read aloud a letter from President George Bush which said of Rina, "Her legacy will stand as a shining example to future generations. Our country has lost a fine American." At the service, Rina's family was presented with a United States honor flag by Director Chao on behalf of the President.

Of her motivation to become a Peace Corps Volunteer, Rina wrote: "I sat down and began evaluating what brought fulfill-

ment to my life. I concluded that I felt happy and contented after teaching a Business Basics class and seeing the kids learn and participate excitedly. To have students come up and say 'Ms. Rogers, when will you be back? Thanks for coming today,' these statements were much more satisfying than a paycheck. Within my business fraternity, I enjoy participating in the service events. In fact, I anxiously await the mornings we cook breakfast at the Ronald McDonald house or visit the kids at Children's Hospital. All of these factors when placed together pointed me in the direction of serving in the Peace Corps."

Varina Eve Rogers was 24 years old. She is survived by her parents, Sandra and Anthony Rogers, a sister Katima, two brothers, Sam and Matthew, and her maternal and paternal grandmothers. The family requests that donations in Rina's memory be made to the Peace Corps Partnership Program at Peace Corps Headquarters, 1990 K Street, NW, Washington, DC 20526. Gifts will be directed at the discretion of the Rogers family to an appropriate Peace Corps Partnership project in Malawi.

# William Michael Nordmann, Nepal

*"The greatest of these is love."*

The Bible: 1 Corinthians—13:13

Peace Corps Volunteer William M. Nordmann died in a plane crash in Kathmandu on July 31, 1992. Bill had been on a holiday in Thailand with Peace Corps friends and was returning to Nepal, where he served as a small business/appropriate technology Volunteer in Surkhet for 15 months. Bill, who was 24, was an extraordinary individual by all accounts, and loved by his Peace Corps friends and community.

Bill is survived by his parents, Bill and Mary Nordmann, and four siblings, Lucie, James, Michael, and Katie. The Nordmann family traveled to Nepal, where a memorial service was held on August 4, 1992. The family has conveyed how much it has meant to them to be able to spend time with Bill's Peace Corps friends and community in the area where Bill served. It has helped them feel close to Bill and has helped Bill's friends in Nepal begin to heal their loss as well.

Bill was described by Country Director Will Newman as a friendly, warm, and enthusiastic Volunteer. He was an avid mountaineer and an accomplished desktop publisher. In fact, he was very active in producing the Nepal Volunteer newsletter. Bill was always ready to help others, and despite some frustrations, was determined to create a meaningful job for himself in Nepal.

Will Newman said of Bill's character, "His smiles were as broad as his interests. He shared those smiles often, tossing them around as was so typical of this self-styled 'Wild Bill.' This hard-biking, strong-limbed guy was such a vortex that, nearly in spite of the direction of his activities, there was bound to be some progress in there somewhere... Bill sometimes told me how to run the Peace Corps program, and I nearly always found value in his ideas and approaches... And I could always rely on Bill to remind me that

the danger lay not in errors, but in the gap between what we say and what we do."

It seems that everyone who knew Bill was touched by him — teachers, friends, Volun-



*PCV William Michael Nordmann in Nepal.*

teers, his family. In reading through his application, however, I was most impressed by what he himself had to say. "To me, being a Volunteer means giving of yourself to help others. I have noticed however, that every time I have volunteered, the people I have helped are not just the ones who benefited — I include myself in this group. When I volunteered while in college, I learned what it was like to live in a poverty-stricken area. But I also learned a valuable lesson that these people were doing something positive about it... They taught me that life is precious and that you don't need monetary things to make you a better or more happy person... I want to commit myself for a longer period of time — not just a day or a week, but for two years... I want to help others with the knowledge I have, and in my own part make this

world a little better place to live."

Bill will be greatly missed by all those who knew him.

This is Bill Nordmann's poem reprinted from his memorial service card:

## THIN LINES OF LIFE

I was in touch with my western roots  
today.

I was transported back into a world  
I only remember a glimpse of now.

The thin line connecting continents,  
Brought together voices only heard  
Every so often.

It is so hard to convey the true feelings  
Of time, space, living, over those  
Slender lines of communication.

Talking to home seems almost as distant  
As the echo on the phone or  
The radio interference on the receiver.  
But it is needed to keep  
The ties to loved ones alive.

Mail Day.

The written diatribe of family and friends  
Finally reaches its final destination,  
After countless days of travelling the globe.  
News and personal letters weeks old,  
Fill my eyes, doesn't matter;  
Just to know someone,  
Somewhere was thinking  
Of me sometime ago.

Then, as soon as the line is disconnected,  
And the last line read,  
The reality of where I am hits me again.  
The smells, sounds, weather, food, sickness,  
Jolt me back to Nepal.  
I realize that I am longing  
For the next call and mail packet.

-Bill Nordmann

# Peace Corps Program Updates



PEACE CORPS FELLOWS/USA  
PROGRAM

By Julie E. Huffaker

University Programs Specialist

Praise for the Peace Corps Fellows/USA Program has typically been focused on its highly successful education programs. However, in addition to providing underprivileged children with qualified and experienced teachers, the Fellows/USA Program has leaped into the Public Health and Nursing fields to tackle some of the problem areas here in America. Fellows/USA Programs in Public Health are located at the University of Alabama at Birmingham, San Diego State University, and the University of Texas at El Paso. Johns Hopkins University boasts the first Fellows program in Nursing and has had 18 participants since the program's inception in 1989.

Peace Corps is pleased to announce the



*Peace Corps Fellow Alvin Long (RPCV Guatemala), center, receives instruction from a Johns Hopkins faculty member at right.*

initiation of the Peace Corps Fellows/USA Public Health Program at the University of Alabama at Birmingham. Alabama is one of the least developed states in the Union: forty-first in per capita income, second in infant mortality, and 50th in providing Aid to Dependent Children. It provides no assistance for the medically needy even though approximately 25% of its citizens have no health insurance. Nearly one in three children in Alabama is classified as "poor." While public health practitioners outside the United States have tended to practice and foster collaborations of all sectors in the pursuit of a healthy citizenry, only recently have we begun to approach this style of practice in our home country. For instance, it is well known in other countries that a safe water supply will do more to control morbidity than any other health activity; however, in parts of the United States this is poorly understood. In Alabama approximately 13% of the citizens do not have potable water.

Thus, the faculty at the University of Alabama at Birmingham have arranged a special course of study to prepare former Volunteers for their assignments and will supervise them through the duration of their projects. Fellows will attend classes while working closely with community leaders to research and design preventive public health projects throughout rural Alabama. The population benefits with the implementation of these plans and the students gain invaluable hands-on experience in pursuance of a Master of Science in Public Health with a specialty track in Community Health. Private funding is being sought for Fellows' scholarships and administrative costs for the program.

This exciting program marks a new beginning in the public health scenario for Alabama. For the first time, the University of Alabama at Birmingham's Peace Corps Fellows/USA Program brings the experiences Volunteers have gathered overseas, enhances

them, and applies them to the people who need them most right here at home. With continued support, this program can flourish and the state of public health in rural Alabama will be improved.

Additionally, beginning September 1993, a Peace Corps Fellows/USA Program in Public Health will be offered at the University of Texas at El Paso. In El Paso, about one fourth of the population live under the poverty level, most without potable water or adequate sewer disposal, and frequently with little access to electricity. Percentages of acute diseases such as Hepatitis A and Shigella Dysentery are significantly greater than the rest of the US. Chronic diseases, including tuberculosis, leprosy and rabies are an imminent public health threat. Fellows admitted to the UTEP Public Health program will attain a Master of Public Health degree while working in the bicultural, binational communities along the Texas/Mexico border.

At San Diego State University, Peace Corps Fellows are currently being trained in all aspects of Public Health including Epidemiology, Biostatistics, Child and Maternal Health, and Occupational and Environmental Health. Fellows are employed on existing grant-funded research projects and receive partial credit for any previous Public Health experience.

The Fellows at Johns Hopkins University's School of Nursing join in Hopkins' commitment to addressing the health problems of the East Baltimore Community. To meet the health care needs of our underserved communities, educators have been challenged to shift the trend of health care from acute care hospitals to community-based clinics in which effective primary care is focused on prevention and health promotion. The Fellows at Johns Hopkins University enroll in an accelerated 13 month program which has been adapted from the traditional Johns Hopkins curriculum to meet the skills and experiences of returning Volunteers.

Historically, clinical rotations have taken

place in hospitals. However, Hopkins has developed a new clinical curriculum that allows Peace Corps Fellows to blend hospital experience with practice in urban settings. To develop this new curriculum, a preliminary survey was taken of potential community sites and rotations planned to meet the needs of these communities. For example, this past year, students had pediatric rota-

tions in a day care center for abused children, and maternal and child care rotations in urban, midwife-run maternity clinics where most of the patients are drug-addicted and/or HIV positive.

On completion of the Hopkins accelerated nursing program, returned Peace Corps Volunteers assume roles as community-based health care providers. Of the six graduates

from the program, two are employed in community-based clinics in Indiana and San Francisco, two are employed at Johns Hopkins Hospital in the heart of Baltimore, one is at Good Samaritan and one is continuing her education in the Johns Hopkins School of Public Health and Hygiene. The Hopkins staff and educators continue to praise the returned Peace Corps Volunteers, emphasizing that, "they bring to their role as health care providers, a sensitivity and understanding of the culture of poverty that helps them touch the lives of their patients, and in doing so, encourage these patients to participate in their own health care."

Johns Hopkins School of Nursing is seeking scholarship support in order to be able to attract returned Peace Corps Volunteers on a permanent basis. They see Fellows as a bridge, enhancing the sensitivity and resourcefulness of traditional students and forming the vanguard of a new generation of nurses prepared to address the needs of our underserved communities.

As more and more Peace Corps Volunteers return with the desire and hope to bring their skills and experiences back home to the less privileged, the Peace Corps Fellows/USA Program continues to expand to address the needs of these communities here in America. Programs in community service, business and urban development are being explored as well as expanding the education programs to parts of rural America. *Volunteers who will be returning within the next year and are interested in applying for a Fellows/USA Program are urged to write to schools for application materials NOW.* The application process, including obtaining test results and recommendations, can be lengthy. In addition, most schools have application deadlines in early 1993. For more information concerning these programs, contact:

Henry Fernandez  
 Director, PC Fellows/USA Program  
 1990 K Street, NW, Room 7608  
 Washington, D.C. 20526  
 (202) 606-3990  
 or toll free 1-800-424-8580 ext. 2259

### Peace Corps Fellows/USA Programs:

The Fellows/USA Program is a two-year program *with a paid job component* leading to a master's degree in a number of fields. Meetings are being planned to expand the available opportunities. If you are interested in participating in a Fellows/USA Program within the next year in any of the following areas, please provide this information as soon as possible. We will be responding to your inquiry with a list of Fellows/USA Programs. If you will be COSing within the next four months, please include your home address.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Country of Service \_\_\_\_\_

PC Assignment \_\_\_\_\_

Languages \_\_\_\_\_

Available Start Date \_\_\_\_\_

**Job Component:**

- \_\_\_ Programs with mentally ill and homeless
- \_\_\_ Youth programming
- \_\_\_ Health information programming
- \_\_\_ Mobilization and coordination of community residents
- \_\_\_ Implementation of anti-drug programs
- \_\_\_ Development of home ownership opportunities
- \_\_\_ Teaching in an urban or rural school (circle which)
- \_\_\_ Helping families become self-sufficient

**Master's Degree In:**

- \_\_\_ Community Planning
- \_\_\_ Psychology
- \_\_\_ Youth Development
- \_\_\_ Social Work
- \_\_\_ Urban Development
- \_\_\_ Urban Planning
- \_\_\_ Business
- \_\_\_ Public Health
- \_\_\_ Education
- \_\_\_ Interdisciplinary (list) \_\_\_\_\_
- \_\_\_ Other (list) \_\_\_\_\_

**Location:**

- Los Angeles, CA \_\_\_\_\_
- Chicago, IL \_\_\_\_\_
- Denver, CO \_\_\_\_\_
- Atlanta, GA \_\_\_\_\_
- Norfolk, VA \_\_\_\_\_
- El Paso, TX \_\_\_\_\_
- San Antonio, TX \_\_\_\_\_
- Nashville, TN \_\_\_\_\_
- Boston, MA \_\_\_\_\_
- Chester, PA \_\_\_\_\_
- Washington, DC \_\_\_\_\_
- Miami, FL \_\_\_\_\_
- Indian Res., NM, AZ \_\_\_\_\_
- Billings, MT \_\_\_\_\_
- Appalachia, KY \_\_\_\_\_
- New York, NY \_\_\_\_\_
- Birmingham, AL \_\_\_\_\_
- Baltimore, MD \_\_\_\_\_
- New Haven, CT \_\_\_\_\_

Other \_\_\_\_\_

**PLEASE CHECK HERE IF YOU DO NOT WANT US TO SHARE THIS INFORMATION WITH UNIVERSITIES.**

**Respond immediately to: Henry Fernandez, Peace Corps Fellows/USA Program; 1990 K St., NW; Room 7608-S; Washington, DC; 20526**


**MASTERS INTERNATIONALIST  
PROGRAM**

*Supplying the field with advanced degree, scarce skill Volunteers: The Peace Corps Master's Internationalist Program.*

**By Robin Dean  
University Program Coordinator  
and Lauren Morando  
University Program Assistant**

*"I strongly believe in the worth of the Master's Internationalist Program...I feel that the program benefits the Volunteer, the Peace Corps and its goals, and most importantly the campesinos of the host country."*

-Bill Graul, PCV Paraguay & MI participant

*During your term of service, you may come across fellow Volunteers who are Master's Internationalist participants. What is this program and how does it work?*

Many universities in the United States have graduate programs in scarce skill areas that are particularly relevant to Peace Corps' work overseas. A number of these institutions have agreed to create programs where students complete one year of intense on-campus study in a particular field, followed by two years of Peace Corps service. Upon close of service, the Volunteers are awarded Master's degrees. The Master's Internationalist Program offers students the opportunity to pursue academic course work in conjunction with Peace Corps service, thereby assisting them in completing graduate work while preparing for increasingly competitive Peace Corps programs. Master's Internationalist (MI) participants should prove to be highly qualified, specialized Volunteers. "In conjunction with my goals to improve Peace Corps' recruitment of scarce skill Volunteers, the Master's Internationalist Program is an opportunity for students to get their master's degree while enabling Peace Corps to provide the field with highly qualified Volunteers," said Peace Corps Director Elaine Chao. "Several Master's Internationalist participants have served as Volunteers in Latin America and the Caribbean," added Tim

Fuller, Chief of Operations for the InterAmerica Region. "These special programs have the potential to provide the field with Volunteers with the increasingly advanced skills requested by our host countries." Unfortunately, current PCVs are ineligible for the program, as participants are required to enroll in the program before joining the Peace Corps. However, if you are considering pursuing a Master's degree and you have not yet joined or are considering a second tour, this may be an option for you.

***Is academic credit granted for Peace Corps service through this program?***

Yes, participating universities award up to twelve credits for overseas service towards the credit hours required to graduate. As Volunteers, MI participants will be treated the same as all other Volunteers. In order to receive academic credit for service, some Volunteers in this program may be required by their university to keep diaries, or more thoroughly document their overseas experience. ***The academic requirements placed on the MI participants by their universities will be secondary to their Volunteer projects and should in no way interfere with their job responsibilities.*** After arriving overseas, MI participants are asked to inform in-country staff that they are part of a particular MI program, and to clear with staff any activities they plan to undertake as part of their academic requirements. All MI Program-related activities must have host country supervisor approval.

***Do participating universities offer financial assistance to students in the program?***

MI participants are eligible for all financial assistance regularly available to students attending the participating university. Most schools offering the program do not provide special scholarship assistance to MI students; however, the schools are encouraged to seek financial assistance from external sources. Two schools have offered some special financial aid for MI students: Rutgers University offered scholarships through a four-year grant from a major foundation; Tulane University offers a limited number of small grants to qualified participants.

***How and where are MI participants placed?***

Placements of students from these programs are not tied to any particular country or region. As with all nominees, MI participants are expected to remain flexible to placements in any country in the world that requests Volunteers with their special skills. Participants in the program are not guaranteed a placement in the Peace Corps. However, by virtue of acquiring the scarce skills needed by the Peace Corps, and getting into the application process early, they are highly competitive for Peace Corps assignments.

As overseas Peace Corps Volunteers and staff, you may encounter Volunteers participating in the Master's Internationalist program. The program has helped bring scarce skill Volunteers to many parts of the globe, including nurses in Nepal and Gabon; Public Health workers in Paraguay, Guatemala, and several African countries; and Forestry, Natural Resources, and Agriculture Volunteers in Costa Rica, St. Lucia, and Thailand. It is our hope that this program will assist in better preparing Volunteers for service, while providing the field with highly qualified and needed scarce skill Volunteers.

***In what fields and at what universities is the program offered?***

After the first agreement to establish a Master's Internationalist Program was signed with Rutgers University in 1987, the program has expanded to include nineteen universities offering the program in ten fields. The skill areas and universities offering Master's Internationalist programs are listed below:

**Adult Education:** University of the District of Columbia; **Agriculture and Forestry:** Colorado State University; **Agricultural Education:** University of Minnesota; **Agriculture, Home Economics, Nutrition, Special Education, and Teaching English as a Foreign Language (TEFL):** Washington State University; **Forestry:** University of Montana, University of Wisconsin-Stevens Point, Yale University; **Public Health:** University of Alabama at Birmingham, Boston University, Tulane University, University of Hawaii, George Washington University; **Nutrition/Home Economics:** University of North Caro-

lina-Greensboro, Oklahoma State University; *Nursing*: Johns Hopkins University, Texas Woman's University; *Public Policy*: Rutgers University; *TEFL*: School for International Training; *Urban Planning*: Florida State University.

For more information regarding the Master's Internationalist Program contact:

**Robin Dean, Peace Corps Master's Internationalist Program Coordinator**  
**Office of Volunteer Recruitment and Selection, Peace Corps Headquarters**  
 1990 K Street, N.W.  
 Washington, D.C. 20526  
 [1-800-424-8580, Ext:2226 or  
 (202) 606-9320]



PARTNERSHIP PROGRAM

## U.S. Partners Making a Difference Through the Peace Corps Partnership Program

By Marianne Miller  
 PC Partnership Specialist

For twenty-eight years, the Peace Corps Partnership Program has been helping people in developing nations realize appropriate, small-scale solutions to the problems they confront. Since 1964, Peace Corps Volunteers have tapped into this resource to assist their host communities in completing grassroots projects which are needed, initiated, directed, and partially supported by community members. Thousands of groups and individuals in the United States have stepped forward to join in these self-help efforts. Along with making financial contributions to Partnership projects, U.S. Partners begin to learn about their Overseas Partners' cultures and ways of life through the Program's cross-cultural exchange component that accompanies each project.

Many positive and lasting links have been made between U.S. Partners and overseas

communities hosting Peace Corps Volunteers through the Peace Corps Partnership Program. One outstanding story of how such links have made a tremendous impact in the United States involves Corcoran High School in Syracuse, New York.

For the past nine years, Corcoran High School's International Relations Club and its Advisor, Jim Miller, have spearheaded an annual campaign to participate in a Peace Corps Partnership project. The International Relations Club is a group of dedicated students whose slogan is "Make a difference...One village at a time." The nine projects they, along with the larger student body, have assisted thus far have each been in a different country: Nepal, Sierra Leone, Botswana, Benin, Mauritania, Paraguay, Gabon, Central African Republic and Cote d'Ivoire. Their support has helped establish schools (including one for the visually impaired), construct a village well, renovate a maternity ward, and, most recently, build 12 community latrines.

Miller, a Social/Global Studies Teacher and the driving force behind Corcoran's involvement in the Program, first heard about the Peace Corps Partnership Program in 1984 at a teachers' conference. He felt it would be an effective channel to bring his lessons to life and provide an opportunity for his socially and economically diverse students to come together to achieve a common goal for the benefit of others. He got the approval of his principal, an RPCV/Nigeria, and initiated the school's involvement.

Since then, Corcoran High School's participation has become a veritable institution involving the entire school. Club members convey their choice of projects and pledge their financial support. They raise funds through the sale of notecards drawn by Corcoran art students — whose designs are selected in a competition — and printed by the school's Industrial Arts Department. The notecards themselves function not only as a fundraising mechanism, but serve as development education tools. They feature "Children of the Developing World" and "Animals of the Developing World" on the front, with information about the cover and Corcoran's current Partnership project on the back.

The International Relations Club focuses its efforts on fulfilling the school's pledge through the sale of the notecards and coming up with some very creative marketing techniques. Last year, the "Animals of Africa" cards were sold in a number of zoos across the country, including Philadelphia and Detroit. Miller and his students' enthusiasm and resourcefulness even got the cards highlighted by Willard Scott on the "Today Show" last summer.

Within their own school community, the information exchange between Corcoran students and their overseas partners helps them increase their knowledge of another part of the world and heighten their awareness of a different culture. As part of every Partnership project, International Relations Club students take their knowledge of their overseas partner community and become teachers themselves. Each student presents a lesson involving geography, showing slides, cooking a typical meal, or playing a game to a class at neighboring Roberts Elementary School.

This experience becomes another way of sharing the concepts of the Partnership Program. It helps the high school students reinforce what they have learned, gives the elementary school students a different kind



One in a series of animal notecards. Giraffe, drawn by Jay Coates of Corcoran High School.

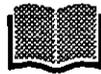
of lesson activity, and instills a sense of pride in everyone involved — students, teachers and principals alike. For these reasons, Jim Miller feels that, "Partnership has created a win, win, win situation for us."

Last year, Mr. Miller and Corcoran students facilitated the construction of the first school for teaching the blind in all of Central Africa, a project coordinated by an alumnus of Corcoran High School, Peace Corps Volunteer Roderick Fick, and his wife, Peace Corps Volunteer Megan Fick. Corcoran's usual enthusiasm for fundraising and establishing a dynamic cross-cultural exchange was enhanced by this unique tie. Correspondence flew between Syracuse, New York and Bossangoa, Central African Republic. Through amazing efforts, Jim Miller, his students, and the primary school students were also able to send seven soccer balls, over 200 pairs of shoes and sneakers, and two Braille typewriters with paper. From C.A.R. came handpainted notecards, letters, pictures, and two personal visits to Corcoran by Rod Fick, who showed slides and shared Peace Corps experiences with the students. This very special Partnership was featured on Voice of America's "Nightline Africa" last December.

Jim Miller imbues his Social Studies students, International Relations Club members, and school-at-large with an incredible sense of interest and dedication to the Peace Corps Partnership Program that spills over to the broader community and beyond. Individuals like Jim Miller and groups like Corcoran High School have made and will continue to make a difference in this, the global village.

For further information about how your community can gain assistance and establish links through the Peace Corps Partnership Program, or information on Corcoran's notecards contact Peace Corps staff in your host country or write:

Peace Corps Partnership Program  
 Peace Corps Headquarters  
 1990 K Street, NW,  
 Washington, D.C. 20526  
 call: (202) 606-3406  
 or toll free 1-800-424-8580 ext. 2227



WORLD WISE SCHOOLS

## Peace Corps Volunteers: Teaching Tolerance

By Amy Beeder  
 Correspondence Specialist  
 Margie Legowski  
 Education Specialist

World Wise Schools attempts to fulfill the third goal of Peace Corps, which is "to create a better understanding of other people on the part of American people."

For students involved in the program, understanding other people means not only people in distant lands, but the "other people" in their city, neighborhood or classroom.

The United States has always been a land of immigrants. Very few classes are homogeneous. Most schools include not only children of different races, religions and cultural backgrounds, but recent immigrants from all over the world. In the 1980s, some 9 million foreign-born people came to the United States.

The cultural makeup of our nation is probably its greatest strength. But for the conspicuously different new arrivals, especially children, life can be difficult. Their neighbors, co-workers and classmates can lose sight of the fact that their own ancestors once immigrated here, too—hoping for a new life, but struggling with language or a strange culture. Apart from feeling a general sense of isolation, new immigrants are sometimes ignored, ridiculed or even harassed.

Children recognize differences between groups of people, between themselves and others. How they view these differences: with fear or interest, tolerance or intolerance, depends on what they are taught and what they see happening around them.

Learning about other cultures through correspondence with a Peace Corps Volunteer can help them understand why the child from El Salvador or Ethiopia or Korea does or says many things differently. Hearing and reading about different amounts of personal space might help them realize that Ricardo isn't weird because he holds hands with his

brother. Learning about the practices of Buddhism, Islam or Hinduism will make it clearer to them why Ahmed won't eat pork or Malika isn't allowed to go out on dates.

PCVs' letters back home give sensitive students in the classroom a chance to discuss different cultures. It allows them to be people with interesting stories to tell: special—not just "weird" or different. And as the class learns about the struggle of their Volunteer to fit into another culture, the rest of the class may gain an understanding of those classmates who are doing the same.

Through World Wise Schools, Volunteers are participating in a geography program that helps students appreciate differences between cultures. Their descriptions of life in another country are a unique contribution to the global awareness of students.

To help us accomplish this, please complete and submit to us the mail survey below.

### World Wise Schools Volunteer Mail Survey

WWS teachers have questions about mail in the countries where PCVs serve; how long it takes, if packages can be sent, etc. Please help WWS run more smoothly by responding to our PCV Mail Survey.

1. What country are you serving in?

2. How long, on the average, does it take for letters and packages to get to and from your site?

Letters—U.S. to site: \_\_\_\_\_

From site to U.S.: \_\_\_\_\_

Packages—U.S. to site: \_\_\_\_\_

From site to U.S.: \_\_\_\_\_

3. Are mail delays worse in a particular season? (If so, when?) \_\_\_\_\_

4. Teachers and students often ask us what would be appropriate to send to their Volunteer. What kinds of things would you like to have sent? (Keep in mind that it should be fairly inexpensive and not too heavy or difficult to mail.) \_\_\_\_\_



## RETURNED VOLUNTEER SERVICES

## Good News: Academic Credit For Some Peace Corps Training and Experience Now Available

By Nedra J. Hartzell, Coordinator  
Returned Volunteer Services

Peace Corps has been working with the New York State Board of Regents through The National Program for Non-collegiate Sponsored Instruction (PONSI) in an effort to evaluate Peace Corps' training programs and Volunteer experience for academic credit.

Although PONSI is operated by the Board of Regents of the University of the State of New York, its work is national in scope and has been endorsed by the Council of Postsecondary Accreditation. Its purpose is to "increase access to higher education for working adults" by evaluating non-collegiate courses, such as training courses offered by businesses, labor unions, professional associations, government agencies, and private organizations. PONSI's team of evaluators reviews the course or course materials and recommends an appropriate number of graduate credits. These recommendations are published every other year, with interim supplements during intervening years, in a publication entitled College Credit Recommendations. This directory is used by colleges and universities throughout the United States.

PONSI's Evaluation of Peace Corps' Training Programs and PCVs' Experience:

Peace Corps has worked with PONSI to evaluate four Peace Corps training programs and PCVs' experiences to date: Fisheries (referred to as Aquaculture by PONSI); Agriculture state-side training (SST); Public Health; and Forestry. PONSI evaluated three tracks of the Agriculture course: (1) Crops and Agroforestry; (2) Small Animal Husbandry; and (3) General Agriculture. Each of the training programs was recommended for academic credit.

[Peace Corps and PONSI will soon evaluate training courses and PCVs' experience in the following areas: TEFL; Small Projects Assistance Program (SPA); and Nonformal Education. Watch for further information about the possibility of credit in these areas.]

*Who in the Peace Corps community may be eligible for how many credits?*

### AGRICULTURE

- Any PCV or RPCV who successfully completed stateside agriculture training (Phase I) during the period from January 1988 to the present may be eligible for 6 semester undergraduate credit hours or 3 semester graduate credit hours.

- Any PCV or RPCV who successfully completed Phase II of agriculture training and full Volunteer service (2 years) in Benin, Lesotho, Sierra Leone, and Togo, since January 1988, may be eligible for 9 undergraduate and 3 graduate semester hours.

- Colleges and universities may also grant credit under Phase II to any PCV or RPCV who successfully completed two years of service in agriculture since 1988 in a country other than those listed above. PONSI recommends; however, colleges may require a written paper or presentation on a special topic or problem encountered during Peace Corps service before awarding credit.

### FISHERIES/AQUACULTURE

- Any PCV or RPCV who successfully completed aquaculture training (Phase I) in various locations throughout the US and overseas, and who completed 2 year service in the host country (Phase II) since January, 1986, may be eligible for 6 undergraduate and 3-6 graduate semester credit hours. Credit in aquaculture is recommended only for those Volunteers who successfully complete both training and 2 year PCV service.

### FORESTRY

- Any PCV or RPCV who successfully completed forestry training (Phase I) in various locations overseas, and who completed 2 years of service in the host country (Phase II) since January, 1986, may be eligible for 19

undergraduate semester hours and up to 15 graduate semester hours. Credit in forestry is recommended only for those Volunteers who successfully completed both training and 2 year PCV service.

- Completion of Peace Corps' forestry training and 2 year service abroad is also recommended by PONSI as meeting the degree prerequisite for admission to graduate programs in Forestry and Natural Resources.

### PUBLIC HEALTH

- Any PCV or RPCV who successfully completed public health training (Phase I) in various locations overseas, and who completed 2 years of service in the host country (Phase II) since January 1985, may be eligible for 13 undergraduate semester hours and up to 10 graduate semester hours. Credit in public health is recommended only for those Volunteers who successfully completed both training and 2 year PCV service.

- Completion of Peace Corps' public health training and 2 year service abroad is also recommended by PONSI as meeting the degree prerequisite for admission to graduate degree programs in public health.

- Peace Corps experience in public health can also serve as the practical basis for a masters thesis. The amount of credit to be earned for training and service are to be negotiated by the RPCV and an appropriate faculty member.

- PONSI leaves to the discretion of each public health undergraduate or graduate program whether additional academic work, such as a paper, project, or presentation will be required for credit, along with the Peace Corps experience in public health.

Using the entries in the directory as a guide, RPCVs may be able to negotiate with universities for credit for Peace Corps training and experience, even if formal recommendations have not been made by PONSI. For example, there are currently no PONSI credit recommendations for language proficiency or for most training and service before 1985, 1986 or 1988, depending on the program. However, Volunteers should al-

*(Continued on page 40)*

## Address of Elaine L. Chao, Director Peace Corps of the United States National Press Club, Washington, D.C. Tuesday, May 5, 1992

### TODAY'S PEACE CORPS

It's been just five months since I was sworn in as Director of the Peace Corps on December 2 of last year. And it's been an exciting and event-filled time.

As the Peace Corps enters its fourth decade, it has come full-circle — fulfilling the original founder's vision as advanced by the Peace Corps' first Director, Sargeant Shriver, in Congressional testimony in 1961 — of working in what was once the Soviet Union.

Today I am announcing that the Peace Corps is on its way to freedom's new frontier. By the end of this year, the Peace Corps expects to have at least 250 Volunteers on the ground in the former Soviet republics of Russia, Ukraine, Armenia and at least one central Asian republic. We expect to have another 250 Volunteers next year. The Baltic nations of Estonia, Latvia and Lithuania — where the first 60 Volunteers will start arriving next month — will also have 120 Volunteers by next year.

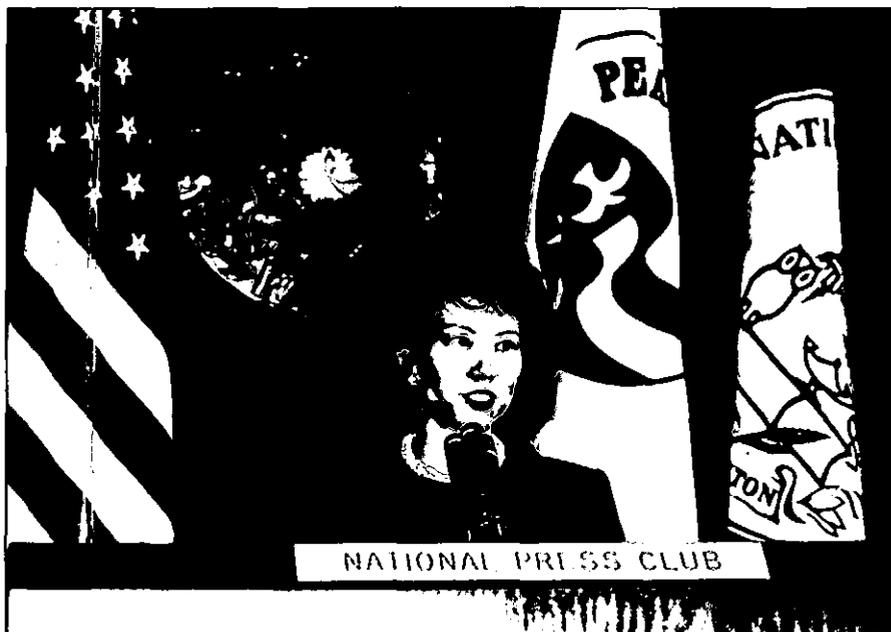
Tomorrow, at the White House, President Bush and President Kravchuk of Ukraine will sign the first country agreement reached between the Peace Corps and one of these newly emerging states. Symbolizing the importance of this new bond, this will also be the first time in the Peace Corps' 30 year history that a President of the United States has signed a country agreement.

We expect to sign an agreement with Russia shortly. Russia has issued an urgent call for assistance, and Peace Corps Volunteers are poised to help in what may be the most momentous economic reform program in history. I expect that 100 Peace Corps Volunteers will be in Russia by the end of the year. Agreements with the other former Soviet republics are also near.

Let me take a moment here to note the man who transformed the Peace Corps from a dream to a reality — Sarge Shriver.

For three decades Sarge has advocated extending the Peace Corps' hand of peace and friendship to the countries behind the old Iron Curtain. He's not here today, but no

So in the last five months, I've met with a quarter of our 6,000 Volunteers around the world. I've visited them in Bulgaria, Nepal, Sri Lanka, Sierra Leone, Ivory Coast, Poland, Hungary, Gabon, Thailand, Niger, Honduras and Jamaica. Domestically I've visited Peace Corps offices in Atlanta, Los Angeles,



Director Elaine L. Chao addresses the National Press Club in May.

one can serve in this position without realizing that he was a remarkable founder of this most enduring and inspiring enterprise.

Now let me give you the details of this new stage in the Peace Corps' history and to give you my impressions of the Peace Corps as a whole after five months on the job.

When I was sworn in as director, my first concern was our Volunteers. What are they doing? What are their needs? What could their experiences and observations tell me about where the Peace Corps should be headed?

San Francisco, and Boston.

I wish everyone here... I wish every American... could have been with me on these trips. You would be very proud.

Peace Corps Volunteers reflect all that is wonderful about our nation. They work hard. They're bright, enthusiastic, caring and candid.

Boy, are they candid. Five minutes after you meet them you know that they come from a free country.

They tell you exactly what they think — what they think is good and bad with our

organization and our programs, what needs to be corrected and also how. In the end, what they say is filled with the love of their work and of the people they serve. And they have a uniquely American optimism that any obstacle can be overcome, if we simply put our minds to it, roll up our sleeves and get to work. And seeing that kind of attitude, you come away believing that they might just be right.

Let me tell you about a few of the Volunteers that I've met. In America, we talk about the spirit of enterprise. I saw that spirit in Volunteer Janet Hunter, who took an abandoned and thought-to-be haunted structure in Bennet Land, one of the worst squatter slums in Kingston, Jamaica, and established a now-thriving community health center with active local participation... and in Volunteer Dianne Lebert, who was a buyer for Toys-R-Us in Tennessee and now is helping Honduran women develop better marketing methods for their pottery.

In Nepal, I met Volunteer Susan Roe, a nurse practitioner. When I describe her work, I am often brought to tears. In Nepal, like many developing countries, most people use open hearths and cooking oil to prepare food, and accidents are alarmingly common.

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***"When has the prospect for lasting world peace been greater? With the Iron Curtain drawn aside, once invited, how could the Peace Corps not respond?"***

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The victims — often children — are left horribly burned and grotesquely disfigured. The love and compassion on Susan's face as she works with these children was a lasting impression. Imagine how heroic she is... and how heroic her patients are.

I also remember Volunteer Stephanie Cox who had worked for the Perkins Institute in Boston prior to joining the Peace Corps. She works with the blind children of Katmandu, mainstreaming them into integrated classrooms. Her husband, Del Friedman, a computer programmer who accompanied her to Katmandu, helps her to repair Braille machines. Stephanie led me through her classroom of blind children and I saw how 13-year-old boys and girls were learning trigonometry through Braille math books Stephanie had translated.

As I recount these Volunteers' work, I think of the questions people sometimes ask me: "You're so few, in a world with so much need. Do Volunteers make a difference?" Then something reminds me how big these small efforts are.

In Nepal, the site of a developing democracy movement, for example, I met a cabinet officer who had learned his English from a Peace Corps Volunteer assigned to his village. In learning English, he learned about America and Americans, knowledge he finds so useful today.

In the Ivory Coast I met a cabinet minister who, as a child, had been placed in classes for the retarded ... until the village Peace Corps Volunteer realized that all he needed was a pair of glasses.

All across the developing world, thousands of cabinet ministers, community leaders, merchants, farmers, homemakers, teachers, lawyers and entrepreneurs can tell their own stories of Peace Corps Volunteers whose knowledge, friendship and guidance changed their lives — and through them, the lives of their families, their communities and even their nations.

I have seen how much we mean and continue to mean to the men, women and children of the countries in which we traditionally served.

Our entry into Eastern Europe, the Baltic nations and the former Soviet republics, I believe, continues that tradition and must be in addition to our work in the places and with the people we have served for so long.

As always, the Peace Corps goes into a country upon invitation. The host government and we embark upon a partnership and mutually decide the kind of assistance the Peace Corps will provide.

As I said, we expect to send 250 volunteers into Ukraine, Russia, Armenia and at least one central Asian republic before the end of the year.

In each country we are asking ourselves how and where we can really help.

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***"As the Peace Corps enters its fourth decade, its core mission remains undiminished... its commitment to the rest of the world remains strong."***

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The Peace Corps has three purposes: to bring basic skills to those we serve; to promote American understanding of the countries we serve; and to promote their understanding of our nation.

Since much of the former Soviet Union has been closed to outsiders for decades, promoting understanding in both directions will be a challenge. We expect that our Volunteers often will be the first Americans many of the people they work with will have ever met. And few in our country know everyday life in these regions the way the Volunteers will.

As to skills, the teaching of English itself, which Volunteers in the Baltic nations will be doing, as well as advising in small enterprise development will provide a badly needed service.

It is hard to appreciate fully the enormous importance the people in this part of the world place on English language proficiency.

Already all-English schools are being set up, and English is replacing Russian as the second language students are taught. The reason is that English is now the lingua franca, the language of international commerce and trade, finance, science, diplomacy, computers and even the arts. Millions in these areas view English as a vital commu-

nications link that will enable them to help their country join the ranks of modern nations. People are desperate to learn it.

I've seen for myself just how desperate. In February, my party had to wait 10 hours in Vilnius airport in Lithuania before we could fly out to Warsaw. By the way, that is not an unusual delay in that part of the world.

The airport manager was a young Lithuanian man. He practically pinned us down and begged for help with his English.

What could we do? We weren't going anywhere. We took hour shifts, and for 10 hours, we gave him English lessons.

But, of course, the skills these countries need do not stop with fluency in English. We have all read story after story of how aid to the former Soviet Union in the form of money and supplies often disappears. And what is needed are people with expertise and skills. This is precisely what Peace Corps Volunteers bring with them, managerial skills and other skills which once acquired are there forever.

A tool as common and fundamental to economic development as double entry bookkeeping hasn't been seen in generations.

To many, even the concept of cost is murky — not to mention pricing; building a distribution system; negotiating a contract; or transferring a title.

Put another way, these countries are asking for the basic skills by which a free people live and make their living in peace with one another.

Freedom is fragile there, and democracy, too. So much has gone into the struggle for each. But can either survive if the economies do not stabilize, if hope does not return to daily life, if people cannot use their freedom to create opportunity for themselves and their families?

The Peace Corps can help the peoples in the new nations of the former Soviet Union build the infrastructure of skills needed to preserve the freedom and democracy that have been so long in coming.

Now let me tell you about the programs we have discussed with the former Soviet republics and where we expect to establish them.

All Volunteers will be qualified to work in small business development. We are looking

for people with MBAs or at least five years of work experience as economists; agribusiness specialists; marketing, business planning, banking, management, and privatization specialists; accountants; and bankers.

In Russia, we will set up Small Business Centers, located in regional capitals. We also expect to have a small office in Moscow. Each Small Business Center will be a kind of business school, offering classroom training.

It will also offer consulting services, both in the center and through "housecalls," with the Volunteer traveling around the city to

in the summer, if conditions allow. My first and foremost concern as Director is to ensure the safety and security of our volunteers and I will monitor the situation there carefully before entry.

Russia is so vast that we expect to go into it by regions or, as they are known there, oblasts. Initially, we plan to serve two regions.

The Volga River region: There will be a series of Small Business Centers one of which, for example, will be at Nizhny Novgorod — once known as Gorki. You will remember that this is where Andrei Sakharov was exiled.

Another will be way to the east along the Sea of Japan in Vladivostok.

The city once called Gorki is the center of a major industrial region. The city itself has over 2,500 small state-owned enterprises — shops, restaurants, small businesses. Privatization is just getting started. Farming also extends throughout the Volga region.

Vladivostok is a vast distance from Moscow. In fact, it is seven time zones away, and a hub of entrepreneurial activity. The city has sister city relationships with both Niigata, Japan, and San Diego. Air Alaska and possibly Japan Airlines are opening flights to the area. Of prime importance from our point of view, the region is said to have the most small businesses and private farms of any region in Russia.

Obviously the Volunteers will face a massive task. You might wonder how we will find the right people. The answer is that they are finding us.

Before I made the announcement late last December that the Peace Corps would be going into the former Soviet Republics, calls from aspiring volunteers were running at about 250 a day. After the announcement, they jumped to 750 calls a day. They peaked in January at 1,400 a day. Today — four months later — they still average 850 to 900 a day.

And you might be interested to know that many of these Volunteers are more seasoned than many of those we've had in the past. This is true of most of our Volunteers for service in the old eastern bloc.

The average age of all Peace Corps Volunteers is 32. The average age of those in

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***"The Peace Corps  
Volunteers who go to Russia,  
Ukraine, Armenia and  
perhaps Kazakhstan will  
be helping to shape the  
history of our time."***

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meet clients where they work.

And each center will have economic and privatization planners assisting the host government.

That sounds like a lot of work — and it will be, particularly when you consider that each center will get only four Volunteers.

In Russia and the other republics, we will also have a number of Small Business Advisors; in essence, consultants.

Each advisor will maintain a portfolio of businesses he or she assists without charge, first come-first serve. The advisors will live in smaller cities and villages, not just the capitals.

Each country or region will have 8 to 12 advisors assigned to it.

In Ukraine, Volunteers will be working in economic development and privatization programs in cooperation with local councils throughout the country.

In Armenia, we expect to open an office

Central Europe is 37. For those in small business development, it's 41.

Older Volunteers have more experience, of course. But they are also more likely to hold a law degree, an MBA or have some other form of advanced training.

We hope to interest many of these people in serving elsewhere in the Peace Corps, giving us more candidates to pick from everywhere. That way, the interest in our program in these newly emerging states will strengthen all that we do.

But just by going into the former Soviet republics, the Baltic nations and Central Europe, we are strengthening the Peace Corps. We have a mission — to harness hope in the cause of peace.

Think of all that turns on the success of these new countries. What an opportunity they represent... for individual freedom and democracy... for lasting world peace and stability... for a more prosperous and harmonious world.

And think of what the Peace Corps presence will mean for so many in those countries.

I saw not long ago notes from Volunteers about their experiences in Poland. One Volunteer, David Windt, from California, said that he found Poles asking him, "Why would an American come to Poland?"

He said that many were amazed that someone would make the personal sacrifice, saying, "But you don't have to."

But I've found that there is something in every Volunteer and all of us who work in the Peace Corps... something inside that says we want to make a difference... we want to be part of history in the making in the former Soviet Union... because we care about helping others... about sharing universal values of human dignity and democracy and individual freedom and optimism with peoples around the world.

In history, no democracy has gone to war with another. So in helping establish free economies and stable democracies in this once dangerous region, the Peace Corps will also help build a lasting infrastructure for world peace.

When has the prospect for lasting world peace been greater? With the Iron Curtain drawn aside, once invited, how could the Peace Corps not respond? How could we not answer the call for help?

I know what America's promise and America's example can mean. In my childhood, playing in the red clay of what was then a developing nation, I saw the hope that the mention of America brought to people's eyes. They knew and I know that peace without individual freedom and peace with-

out democracy cannot be sustained and, in fact, is no peace at all.

Today as I travel around the world, I see that same light of hope over and over again — in the eyes of those helped by Peace Corps Volunteers. For Peace Corps Volunteers bring with them the values and skills that sustain and strengthen freedom and democracy — and hope and peace.

As the Peace Corps enters its fourth decade, its core mission remains undiminished... its commitment to the rest of the world remains strong. It is also responding to the changing times. The Peace Corps Volunteers who go to Russia, Ukraine, Armenia and perhaps Kazakhstan will be helping to shape the history of our time.

President George Bush who feels so strongly about volunteerism and who has exemplified the unique spirit of American volunteerism throughout his life has said that, "the generous spirit of the American people has produced in this country a great and longstanding tradition of voluntary service... We're reaching out so American values can be well represented in these new lands."

Yes, hope is an American value. With it comes freedom. With it come peace and stability. This is the mission of the Peace Corps.

## PROGRAM UPDATES

*(Continued from page 36)*

ways document their language training and experience in detail in their Description of Service (DOS); and RPCVs should always negotiate with universities in order to get credit for what they learned abroad.

**How Volunteers Can Use PONSIs Credit Recommendations:**

Volunteers interested in receiving academic credit for Peace Corps training should document in detail through their Descriptions of Service all training and experience they have received, including the number of hours trained in each subject area. They should then examine PONSIs credit recommendations for the specific Peace Corps training programs that have been evaluated

by PONSIs. The 1992 College Credit Recommendations lists nearly 900 cooperating colleges and universities that award credit based on PONSIs recommendations, and includes information about all four, to date, Peace Corps recommendations.

PCVs and RPCVs should then contact local colleges or universities, or the program in which they are currently enrolled to discuss the possibility of credit hours through PONSIs recommendations.

Please note that the granting of credit must be negotiated with a college or university which recognizes PONSIs credit recommendations. **Peace Corps does not grant the credit.** PCVs and RPCVs should use

this article as a guide to seeking credits through colleges and universities which recognize PONSIs recommendations.

Editions of College Credit Recommendations can be found in most university libraries. In addition, PONSIs quarterly newsletter, *Access*, is sent to every college and university and apprises them of recent evaluations and changes in credit recommendations.

PONSIs recommendations offer an excellent resource to RPCVs. Peace Corps has long been recognized as a learning experience for all involved — now it has been documented as such.

# ICE ALMANAC

From the Peace Corps Information Collection and Exchange

## AIDS: The Global Issue of Tomorrow

By Phyllis Gestin  
OTAPS, Health Specialist and  
Judy Benjamin, Editor, ICE Almanac

While diplomats debate issues of global warming and global warfare, people in communities around the world wonder who will be the next victim of the AIDS epidemic. In Africa, the disease has decimated adult populations, leaving millions of children orphaned. Countries in Asia are rapidly catching up to compete with Africa in the number of cases. In the past ten years, AIDS has become the global disease. As consumption was the

cally are approached by colleagues and friends in search of information about the disease.

Many Volunteers, however, are not sure what their response should be. Some PCVs are reluctant to talk about AIDS at all because it is such a culturally sensitive topic. They feel hesitant about discussing sex and AIDS prevention techniques or answering questions about them.

Perhaps the experience of other Volunteers can help clarify some of the questions about appropriate PCV involvement. In Thailand, for example, at the request of

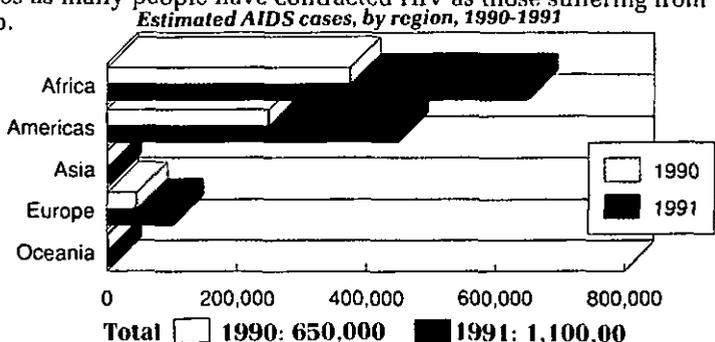
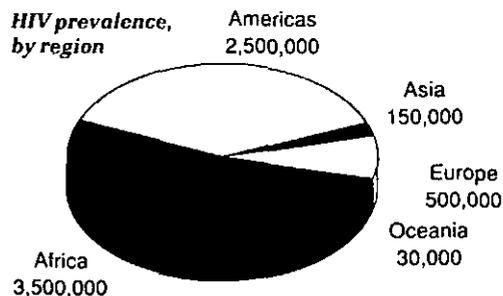
giving their students "AIDS Boxes," an idea originated by PCV Kelly Nelson. These contain activity cards, an AIDS board game, various resource materials and a teacher evaluation form.

Another example of PCV involvement in AIDS education is the AIDS Coalition Team for Sierra Leone (ACTS), which Volunteers created to educate themselves about the disease. In Sierra Leone, PCVs joined forces with host country nationals as well as British and Canadian volunteer groups to publish a bi-monthly AIDS newsletter. Using information from a wide variety of sources —

### HIV and the growing AIDS caseload

6.5 million people throughout the world are now infected with HIV, half in Africa, one third in the Americas, the rest elsewhere. WHO estimate that ten times as many people have contracted HIV as those suffering from AIDS, which can take over 10 years to develop.

HIV prevalence,  
by region



Source: WHO Global AIDS Factfile, May 1990

Chart reprinted with the permission of UNICEF. Copyright, UNICEF, 1990.

scourge of the 19th Century, AIDS is the curse of the late 20th. No country, no community is immune.

As AIDS has become a universal problem, Peace Corps Volunteers find themselves becoming increasingly involved in helping communities deal with the issue. Living and working in the crucible, Volunteers, as educated members of these communities, typi-

school administrators, Education Volunteers have engaged in a variety of AIDS education activities. As teachers in primary and secondary schools and in TEFL programs, they have incorporated AIDS information into their classroom lessons, using ingenious methods to do so.

Many of the Volunteers in Thailand have started their AIDS education program by

World Health Organization (WHO) publications, *The Washington Post* and *AIDS Action*, a British monthly, they also produced an "All Volunteer AIDS Manual."

This manual became the PCVs' guide book for AIDS education activities. Divided into two sections, the first half presented the basic facts about the virus, described the extent of the disease in Sierra Leone, as well

as in the rest of Africa, and discussed Peace Corps' relevant policies. The second half focused on suggestions for AIDS education and activities.

The experiences in Thailand and Sierra Leone suggest that as teachers and community workers, PCVs are in a unique position to act as AIDS educators. Whether or not they do so, however, must depend on the communities they serve. The community must take the initiative and invite the participation of PCVs. Host countries and communities need to show they are ready for AIDS education; their policies must permit open discussion.

Once their participation has been invited, Peace Corps Volunteers, working with their APCDs, can then begin to plan their educational programs. They need to first seek the approval of village chiefs, school administrators, religious leaders, medical officials and anyone else in authority before starting their AIDS education activities. Also, they need to inform these people about what to expect and be prepared to offer appropriate alternatives if, for example, detailed discussion of sex on a personal level is a problem for that particular culture. Winning their support will require time and patience, but without their support, no AIDS educational program can even be attempted.

In planning their activities, Volunteers must be careful to design messages and methods that fit the intended audience. In few countries, if any, would it be appropriate, for example, to do condom demonstrations in front of six-year-olds. Volunteers must also consider people's cultural and religious beliefs. The role of an AIDS educator is to present the facts, not to argue about people's points of view or religious convictions, or to engage in moral or theological discussions.

For guidance in presenting information in appropriate, effective ways, Volunteers can look to the model described in Peace Corps/ICE's "Nonformal Education Manual" (M0042). Following the manual's principles, any of the games that are played, the stories told, or the plays reenacted are

discussed with the audience participating so that the message is conveyed. The information is "processed" to be sure that learning actually takes place. The ensuing discussion will clarify any misconceptions, lessons learned and links to future behavior.

Most important, the Volunteers themselves must know the basic facts and information on HIV/AIDS before they can educate others. The ICE ALMANAC in the Winter/Spring 1992 edition of Peace Corps Times describes the resources available to Volunteers through Peace Corps' Information Collection and Exchange (ICE) division and all In-Country Resource Centers. ICE's most recent acquisition, "Republic of Uganda Primary School Health Kit on AIDS Control," is described in this issue of the ICE ALMANAC, in the "NEW PUBLICATIONS" section.

Recently, a consultant supported by Peace Corps' Health and Education sectors in the Office of Training and Program Support (OTAPS) conducted a workshop in Cameroon. The purpose was to develop a curriculum for TEFL teachers to incorporate AIDS education into their lesson plans.

Health sector specialists can supply PCVs with additional information on AIDS, as can medical officers and APCDs involved in health programs. U.S. newspapers are another good resource, as are such organizations as the U.S. Centers for Disease Control (CDC) and the World Health Organization. Host countries also may have materials available through their own AIDS education programs.

Perhaps the best means of educating Volunteers is by having them share their experiences and the techniques for AIDS education developed in their countries. Many have already done so, and if Volunteers write to the Health Sector in OTAPS, Peace Corps/Washington, they can obtain copies of the materials available. As additional information is received, ICE, in collaboration with the OTAPS Health Sector Specialists, will publicize this information as it becomes available so that more Volunteers can help their communities respond to the challenge of preventing AIDS.

## Resource Centers

# IRC Bookmark Promotions Continue

*Dominica's In-Country Resource Center has provided the most recent addition to the collection of IRC promotion bookmarks. Each Dominica bookmark is hand colored. Thanks to all the IRCs that have shared their creative ideas. ICE welcomes additional contributions of bookmarks, brochures and other materials.*



M.E.S.

## From the Field

# FINCA Invests In Women's Future

*The following is a revised version of an article titled "Sector Spotlight: Small Business Development" that originally appeared in the Peace Corps newsletter in Honduras, Allí No Más. Written by PCV Kim Killingsworth, it describes her experience working with FINCA (Foundation for International Community Assistance), an organization that enables rural women to set up their own banking system to finance their small businesses. Founded by John Hatch, a former Peace Corps Volunteer, FINCA currently operates in 14 countries, mainly in Latin America. Anyone interested in knowing more about the organization should write to Margerita Driscoll at FINCA's headquarters, 901 King St., Suite 400, Alexandria, Va. 22314.*

FINCA promotes women's banks in developing countries, believing that grassroots development starts with women, especially those women who are heads of households. FINCA is based on the savings and loan principle. Members receive low-interest loans for their microbusinesses, and in turn commit themselves to a savings plan equal to 20 percent of their loans. Initially, they can borrow up to 300 Honduran *lempira* (approximately US \$50.00). By the end of three years, the bank, through these accrued deposits, is expected to be self-sufficient.

The women make weekly payments for savings plus 3 percent interest on the loan over a four-month cycle. With each new cycle, the women can borrow an additional amount equal to the savings they have accumulated. Nonmembers can also borrow — at a higher rate, but lower than what they would otherwise pay a *coyote* or loan shark. At the end of each cycle, the interest earned is divided among the members according to the percentage of savings each

member has accrued—so there's a built-in incentive to save!

The women themselves select the members and officers; draw up their own by-laws; run the meetings and decide who should get loans. The PCV acts as business advisor, interpreter of FINCA guidelines and liaison between the bank and a FINCA promoter.

Since the bank is based solely on confidence and the members are responsible as a group to repay FINCA, they tend to be cautious and selective in approving non-member loans. Money is a serious thing and tends to make them very responsible.

The members' responsibilities give them a sense of control and independence. I've seen some shy and passive women blossom into decision makers not only in bank matters, but also in their private lives.

At times, I've found it hard not to direct the members, to sit back and let them make their own decisions and do their own problem solving, but I've learned they're up to the task. Recently, for example, they had the opportunity to work on their own without my guidance. While I sat studying Spanish syntax, surrounded by the pine-covered Green Mountains of Vermont, I wondered whether the bank could survive without me or whether it would be dissolved by the time I returned. Well, not only had it survived, but membership had risen by 50 percent! Also, another group had formed in my absence and was ready to start its own bank.

Only one member hadn't repaid her loan. They were taking legal action against her and in the meantime, had been able to collect the missing amount to repay FINCA. They were so proud of having taken the necessary action. They had learned how to take control of the situation and had proved they ARE the bank.

Within a short amount of time, I have seen these women's lives improve. They're better able to feed their families and see their businesses grow as they're able to invest. They have a higher level of self-esteem and confidence. I encourage all Peace Corps Volunteers who work with women in business to consider introducing them to the FINCA program.

## Networking

# The Kids On the Block

*It is the first day of camp at Camp Woody Ridge. Mike and Alex are standing in line, waiting their turn to take the swimming test, when Mike notices the scar on Alex's chest...*

So begins the story, "Life Preservers," in which Alex explains to his friend Mike what it's like to have a heart transplant.

Mike and Alex are hand-and-rod, life-size puppets — two of the forty-three characters created by The Kids on the Block. They were created, in the words of Mike, "... to make other children and adults more aware of people who are different."



*Puppets made for Jamaica. Left to right: Mandy, Mark, Brenda, Ellen-Jane, Melody and Renaldo.*

The Kids on the Block was founded in 1977 by educator Barbara Aiello, in response to legislation that allowed disabled children to be educated with other children in regular classrooms. To help ease their adjustment, Aiello conceived the idea of developing a puppet show that would speak to children's concerns about the disabled.

Her first character was Mark Riley, a child who has cerebral palsy and uses a wheelchair to get around. Along with Mark, she created hearing-impaired Mandy Puccini and a nondisabled playmate, Melody James, who represents the hearts and minds of the audience watching the show.

Since her first successful venture, Aiello has developed programs and puppets designed to treat over 30 different issues. These

range from learning to get along with classmates who are autistic, blind, or mentally retarded, to understanding what it means to be gifted, talented, or emotionally disturbed, or having a condition like epilepsy or AIDS. In addition to educating children about physical and mental differences, Aiello has also used puppets to deal with such concerns as aging, divorce and sexual abuse. By now, over 10,000 "Kids on the Block" have appeared in 27 different countries.

**THE KIDS ON THE BLOCK, INC.,**  
9385-C Gerwing Lane  
Columbia, MD. 21046

## SPA

# Small Project Assistance (SPA) Program

SPA is a unique program that joins the human resources of the Peace Corps with the financial resources of the U.S. Agency for International Development (USAID). Established in 1983, the program currently provides direct grants to community organizations in 69 countries.

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

The Small Project Assistance program is directed toward small-scale projects that have an immediate impact. SPA grants are made by Peace Corps country offices to community groups working with Volunteers in a variety of projects, many of which are designed to promote small enterprise development or generate income — 15 percent of all projects worldwide since the program began; 28 percent, in FY 91.

The primary goal of many of these projects, however, is not income generation. Community groups concerned about malnutrition, for example, have planted vegetable gardens and raised chickens and pigs as a way to improve their children's health and at

the same time provide income for their communities. With SPA funds they were able to buy the initial seedlings, fertilizer and gardening tools; piglets, chicks, feed and vaccines; and building supplies and fencing.

Another issue that has generated small business projects is urban migration. To keep people in rural areas from migrating to cities to find employment, community groups have started small manufacturing concerns and handicraft cooperatives, using SPA funds to buy portable sawmills, art supplies, yarn, dyes, looms and other equipment.

One such project is Familias Unidas — a knitting cooperative in an isolated rural village in Costa Rica, started by a group of women who wanted to find a way to earn money and at the same time stay in the village. The women could only afford one knitting machine, but with a SPA grant, they were able to buy three more knitting machines and two sewing machines, and thus increase their output. The cooperative is now producing marketable quantities of sweaters and infants' and children's clothes, and generating enough income to replenish supplies, pay salaries and earn a profit.

This is just one SPA success story. It is replicated many times throughout the program in a wide variety of projects. For information on qualifying for a SPA grant, PCVs should contact the Peace Corps country office; Peace Corps staff seeking technical assistance or grant information should write to the SPA Coordinator, Office of Training and Program Support (OTAPS), Peace Corps, 1990 K St. NW, Washington, D.C. 20526.

## New Publications

Peace Corps' Information Collection and Exchange Division (ICE) has received the publications listed below after the publication of "The Whole ICE Catalog." These publications are available to Peace Corps Volunteers and staff. "(RP)" preceding the Catalog number indicates Volunteers can request the publication directly from ICE if they demonstrate the publication is related to their projects. "(RC)" indicates ICE has distributed the publication to In-country Resource Centers (IRCs) and is available to Volunteers only through their IRCs.

## AGRICULTURE

(RP)AG 255 — *Deux Epis de Mals: Un Guide pour le Developpement Agricole Auto-Centre*, by Roland Bunch. 1990 (World Neighbors, Inc.) 294 pp.

French translation of *Two Ears of Corn* (AG049).

(RP)AG 254 — *Dos Mazorcas de Maíz: una guía para el mejoramiento agrícola orientado hacia la gente*, by Roland Bunch. 1990 (World Neighbors, Inc.) 268 pp.

Spanish translation of *Two Ears of Corn* (AG049).

(RC)RC002 — *Fruit and Vegetable Production in Warm Climates*, by R.P. Rice, L.W. Rice and H.D. Tindall. 1990 (Macmillan) 486 pp.

*Provides basic facts on how to produce the fruits and vegetables commonly grown in Africa and in pan-tropical systems. Includes a chapter on appropriate protected environments for growing crops. Contains drawings, photographs and an appendix with tables for easy reference.*

(RP) AG248 — *Pigeonpea and Chickpea Insect Identification Handbook*, by W. Reed, S.S. Lateef, S. Sthanantham, and C.S. Pawar. 1989 (International Crops Research Institute for the Semi-Arid Tropics) 120 pp.

*Pocket-sized handbook containing over 120 color photographs to help identify the common insect and other animal pests of pigeonpea and chickpea, which also attack a wide variety of other legumes. Includes some illustrations of beneficial insects, stressing their importance. Text accompanying each photograph notes where the insect is found, how to detect it, what it looks like, and how to control it.*

## APPROPRIATE TECHNOLOGY

(RC)WSI09 — *Ferrocement Grain Storage Bin* (Booklet No. 1 of the Do It Yourself Series), by P.C. Sharma and V.S. Gopalaratnam. 1979 (International Ferrocement Information Center, Asian Institute of Technology) 26 pp.

*A good resource providing considerable detail on the design and construction of grain storage*

bins. *A do-it-yourself guide for village projects. Includes illustrations and photographs.*

## EDUCATION

(RP)SE051 — *Education of deaf children and young people*, by Centre of Total Communication, Copenhagen, Denmark. 1987 (UNESCO) 84 pp.

*The fourth in UNESCO's "New Series on Guides for Special Education." Presents a general picture of what it means to be deaf; discusses communication among deaf people, including the specifics of sign language; and provides specific guidelines for teaching deaf children. A useful publication for special education teachers.*

(RC)T0064 — *Nonformal Education Training Module*, by Helen Fox, Don Graybill and Linda Abrams. 1991 (Peace Corps/ICE) 182 pp.

*A companion volume to the Nonformal Education Manual. Presents lesson plans and activities in a series of ten experiential training sessions to help participants understand the nature of nonformal education and adult learning and acquire the necessary skills to plan, conduct and evaluate nonformal education activities in cooperation with the communities they serve. Contains illustrations and references.*

(RP)EDI50 — *Understanding and Using English Grammar, 2nd Edition*, by Betty Schramper Azar. 1989 (Prentice Hall Regents) 374 pp.

*A developmental skills text for students of English as a second or foreign language. Contains many exercises, which can be directed toward listening skills, oral production, writing skills, reading comprehension, or a combination of these skills. The exercises are designed to encourage students to talk about themselves and their activities, to promote vocabulary development, engender cross-cultural comparisons, and stimulate short discussions on a variety of topics.*

(RP)EDI49 — *Woodworking with Your Kids*, by Richard Starr. 1990 (The Taunton Press) 205 pp.

*Presents numerous practical woodworking projects. Focuses on helping teachers successfully lead woodworking programs for children.*

## ENVIRONMENT

(RC)FC089 — *Baobab: Adansonia*

*digitata*, by Gilbert Arum. 1989 (KENGO Indigenous Trees Training Series, Kenya Energy and Environment Organizations) 24 pp.

*A clear, concise description of the characteristics and silviculture of the Baobab tree. Useful to PCVs in Sub-Saharan Africa. Includes illustrations and photographs.*

(RC)RC007 — *Conserving the World's Biological Diversity*, by Jeffrey A. McNeely, Kenton R. Miller, Walter V. Reid, Russell A. Mittermeier and Timothy B. Werner. 1990 (International Union for Conservation of Nature and Natural Resources) 193 pp.

*Produced in cooperation with the World Resources Institute, Conservation International, World Wildlife Fund-US, and the World Bank. Defines and describes the value of biological diversity and how and why it is being threatened. Discusses ways to conserve biological diversity, analyzing how to set priorities and develop strategies, action plans and financing.*

(RC)RC019 — *Coral Reefs: Valuable Resources of Southeast Asia*, by Alan T. White. 1987 (International Center for Living Aquatic Resources Management) 36 pp.

*The first in a series of publications issued by the Coastal Resources Management Project, sponsored by the Association of South East Asian Nations (ASEAN) and funded by USAID. Describes the types of reefs in Southeast Asia and the plants and animals that inhabit them. Highlights the value of coral reefs and the threats to their survival, citing examples of conservation efforts.*

(RC)—*Decision-Makers Guide to Solid Waste Management*, United States Environmental Protection Agency. 1989 (EPA) 153 pp.

*Originally published in 1976, this first volume of a two-volume revised edition provides information on both traditional topics of integrated waste management, such as reduction, reuse and recycling, as well as on such new topics as state-of-the-art municipal waste combustions, which apply to today's waste management needs. This volume is designed to help policy makers understand their present waste management problems and the techniques for solving them. Contains a glossary of terms and project planning criteria, which will be most applicable to urban and semiurban situations.*

(RC)FC090 — *How to Collect, Handle and Store Seeds*, by Arsen Mbonye and Kihika Kiamei. 1985 (KENGO Indigenous Trees Training Series, Kenya Energy and Environment Organizations) 22 pp.

*Brief, easy-to-follow description of the proper procedures to follow in harvesting, collecting, handling and extracting, packaging and storing seeds. Includes illustrations. Useful for PCVs working in community forestry projects.*

(RC)RC018 — *Marine Parks and Reserves: Management for Coastal Environments*, by Alan T. White. 1990 (International Center for Living Aquatic Resources Management) 36 pp.

*The second title in the education series produced by ASEAN and the U.S. Coastal Resources Management Project. Introduces marine parks and reserves as a means of management for coastal environments in Southeast Asia. Gives an overview of their history, characteristics and functions, as well as more detailed descriptions of specific examples. Includes maps, diagrams and photographs.*

(RC)RC010 — *Saving the Tropical Rain Forests*, by Judith Gradwohl and Russell Greenberg. 1988 (Island Press) 189 pp.

*Presents various short, informative case studies to give the reader a general picture of the goals and accomplishments, as well as the pitfalls, of various projects designed to save the world's tropical forests. The issues addressed include forest reserves, sustainable agriculture, natural forest management, and tropical forest restoration. Provides a list of contacts and reference materials for more specific details.*

(RC)FC091 — *Sesbania Sesban*, by Arsen Mbonye. 1985 (KENGO Indigenous Trees Training Series, Kenya Energy and Environment Organizations) 21 pp.

*A good, concise reference on this easily planted, fast-growing, small tree, which fixes nitrogen, provides firewood, fodder and soil protection. Particularly useful for PCVs engaged in dryland forestry activities.*

## FISHERIES

(RC)RC027 — *Fishery Development*, by William F. Royce. 1987 (Academic Press, Inc.) 248 pp.

*Provides an overview of the process of fishery development and an appraisal of how it can be*

done more efficiently, relating it to the technical, social, political, organizational and time requirements of long-term development programs. Offers many interesting insights into the various aspects of fisheries development and the factors to be considered in studying the feasibility or designing and implementing a fisheries program. Presents some good case studies by way of illustration.

## HEALTH

(RC)RC022 — *Child-to-Child: Activity Sheets*, 1991 (Institute of Education in association with Teaching Aids At Low Cost) 26 worksheets.

*Worksheets complementing the Child-to-Child series, which promote health education and improved health practices worldwide by involving children in projects to keep themselves, their peers and their siblings healthy. Very practical training guidelines that can provide important structure for Volunteers who have not previously worked with children.*

(RC)HE242 — *Health Care of Women and Children in Developing Countries*, by Helen M. Wallace and Kanti Giri. 1990 (Third Party Publishing Company) 598 pp.

*Written in the form of essays by experts in the field, addresses every aspect of mother and child health, providing the details and philosophies of the work. Excellent reference material, which APCDs and Volunteers working in mother and child health programs would find useful to have on hand.*

(RP)HE239 — *Uganda School Health Kit on AIDS Control*, by Republic of Uganda Ministry of Education, Ministry of Health, and UNICEF Kampala. 1987 (Missionsärztliches Institut Würzburg) 21 items.

*Packet of materials that includes posters, flip charts and vocabulary cards, as well as two teacher's guidebooks that complement the materials. One discusses human reproduction, the other discusses how to use the materials and provides the basic facts on AIDS. Brief, well-illustrated and easy to read.*

## SMALL BUSINESS DEVELOPMENT

(RC)RC032 — *Financial Management of Micro-Credit Programs: A Guidebook for NGOs*, by Robert Peck Christen. 1990 (ACCION International) 99 pp.

*A practical hands-on guide for implementing micro-credit programs. Separate chapters discuss the hardware and software needed for a simple, computerized information system; the methods and issues involved in analyzing a program's financial viability; the criteria for determining interest rates and other fee structures; and the techniques for making simple budgeting and financial projections.*

(RC)RC033 — *Gula Operativa de Proyectos para las Microempresas*. 1991 (ACCION International Tecnica) 116 pp.

*Based on ACCION's experience in Latin America, provides a guide for planning and implementing programs to help small businesses. Focuses particularly on credit mechanisms, with specific examples to show how they have been administered and organized.*

(RP)SB147 — *Monitoring & Evaluating Small Business Projects: A Step By Step Guide — Facilitator's Manual*, by Elaine L. Edgcomb. 1988 (PACT) 73 pp.

*Produced by members of the Small Enterprise Education and Promotion (SEEP) Network, this facilitator's manual is the result of a workshop organized to train participants in the systems approach presented in SEEP's *Monitoring and Evaluating Small Business Projects: A Step by Step Guide for Private Development Organizations (SB097)*. Describes a project for participants to monitor and evaluate, and details each session of this two-and-a-half-day workshop.*

(RC)RC027 — *Small Economic Activity Development (SEAD) Workshop: The Facilitator's Manual*. 1990 (CARE) 497 pp.

*A comprehensive manual for use in workshops to train participants in the skills needed to plan and manage small enterprise development projects. Each session outline includes session objectives, content, methodology, time frame, facilitator preparation and a list of materials to be used. Presents handouts, flipchart information, overhead projector transparencies, and small group discussion guides, after each session outline.*

## TRAINING

(RC)T0064 — *Nonformal Education Training Module* (See EDUCATION)

## URBAN DEVELOPMENT

(RC) Proceedings: *Role of Market Towns in National Economic Development*, edited by Dennis A. Rondinelli. 1990 (U.S. Agency for International Development) 121 pp.

*Proceedings of a seminar on the importance of small towns in marketing agricultural goods grown in rural areas and in providing off-farm employment for rural households. Specifically, deals with ways of identifying market towns with economic growth potential, strengthening their economic and physical linkages with rural areas, and assessing investment needs.*

(RP)T0066 - *Peace Corps Urban Development Programming Guidelines* (Peace Corps ICE). 1991 119 pp.

*Intended to assist Peace Corps staff design new urban development projects in such areas as youth development, shelter, community service, solid waste management, planning and municipal development, all on the urban level. Provides information and examples to help staff with country assessments, Volunteer assignments and training.*

## WATER/SANITATION

(RP)T0065 — *Community-Based Initiatives to Eradicate Guinea Worm: A Manual for Peace Corps Volunteers*, by Eva Silverfine, William Brieger and Angela Churchill. 1991 (Vector Biology Control Project) 210 pp.

*Designed for anyone working with communities to eradicate Guinea worm disease. Presents the basic facts about the disease, discusses the role of the Volunteer to educate the community about necessary health practices and to help the community take steps to ensure a safe water supply. Describes the process from planning to evaluation for involving the community in a successful project.*

(RC)RC025 — *Hygiene Education in Water Supply and Sanitation Programmes*, by the International Water and Sanitation Centre. 1988 (IRC International Water and Sanitation Centre) 144 pp.

*A comparative evaluation of various water supply and sanitation programs to help planners increase cost effectiveness and avoid errors in future programs. Discusses the potentials and limitations of hygiene programs; the groups that should be targeted; and new facilities, practices, and approaches to hygiene education that are being tried.*

(RC)RC023 — **Rainwater Reservoirs above Ground Structures for Roof Catchment**, by Rolf Hasse. 1989 (Deutsches Zentrum für Entwicklungstechnologien - GATE) 102 pp.

*Based on the author's experience as a town architect in Botswana and knowledge of different techniques for building rainwater reservoirs, this brief manual offers a selection of appropriate reservoir types and gives technical advice on how to construct them. Includes drawings, charts, diagrams, photographs and detailed instructions.*

## WOMEN IN DEVELOPMENT

(RC)RC028 — **Women's Ventures: Assistance to the Sector in Latin America**, edited by Marguerite Berger and Mayra Buvinic. 1990 (Kumarian Press, Inc.) 266 pp.

*Based largely on papers presented at an international seminar in 1986 in Quito, Ecuador on women's access to credit in Latin America. Included among the separate chapters written by different authors are a discussion of how to improve financing for women entrepreneurs; a description of how these women function in the sector; and examples from various Latin American countries of programs that have been successful in providing women with needed training, technical assistance and access to credit. Provides excellent information about the numerous problems faced by women entrepreneurs, as well as a good overview of credit programs available to them. Offers relevant lessons for small business development activities worldwide.*

## YOUTH DEVELOPMENT

(RC)RC026 — **Life Planning Education: A Youth Development Program**. 1989 (the Center for Population Options) 393 pp.

*Comprehensive manual to prepare teenagers for the world of work and parenthood. Ten chapters, each presented as a separate session with detailed lesson plans and activities. Sessions deal with defining one's self and one's values; defining one's goals and determining how to achieve them; analyzing parenthood and sexuality; and exploring ways to find employment and communicate well with others. Separate section is devoted to a discussion of AIDS. Appendices contain resources and other information for group leaders, as well as materials that apply specifically to Hispanic teenagers.*

## Books, Books, Books

ICE is offering to Peace Corps Volunteers and staff 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 request a publication, write to Peace Corps/ICE, 1990 K St. NW, Room 8684, Washington, D.C. 20526.

### AGRICULTURE

AG082 **Vulgarisation Agricole: Le Systeme de Formation et de Visites**

AG112 **Tropical Yams and Their Potential: Minor Cultivated Dioscorea Species**

AG155 **The Role of Ruminants in Support of Man**

### APPROPRIATE TECHNOLOGY/ENERGY

AT020 **Rainbook: Resources for Appropriate Technology**

AT022 **Teknologi Kampung: A Collection of Indigenous Indonesian Technologies**

### COMMUNITY DEVELOPMENT

CD025 **Rural Development and the Developing Countries: An Interdisciplinary Introductory Approach**

CD031 **Case Management in Human Service Practice: A Systematic Approach to Mobilizing Resources for Clients**

### EDUCATION

ED020 **Mowing and Spraying Equipment (Fundamentals of Machine Operation Series)**

ED086 **Fuels and Lubrications: Selecting, Conserving, Storing**

ED091 **NUCLEUS English for Science and Technology: Biology**

### ENVIRONMENT

FC010 **Forestry for Local Community Development**

FC087 **Workshop on Agro-forestry Systems in Latin America: Proceedings**

### FISHERIES

CS001 **Marine Fisheries Case Studies**

FH045 **International Symposium on Tilapia in Aquaculture**

FH086 **Opportunities in Marine Science**

and Technology for Developing Countries

### HEALTH

HE075 **The Principles and Practice of Primary Health Care**

HE077 **Family Planning: Its Impact on the Health of Women and Children**

### SMALL BUSINESS DEVELOPMENT

SB101 **Marketing Improvement in the Developing World: What Happens and What We Have Learned**

SB107 **Cost Accounting and Control: Material for Management Training in Agricultural Co-operatives**

### WATER/SANITATION

WS038 **Village Water Supply: Economics and Policy in the Developing World**

WS083 **Interwater: Directory of Sources of Information and Documentation on Community Water Supply and Sanitation**

### WOMEN IN DEVELOPMENT

WD018 **Peace Corps Training and Program Journal**

WD022 **Funding Resource for Women in Development Projects**

WD063 **Resources, Power and Women**

## ICE ALMANAC

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning ICE should be sent to Peace Corps/ICE, Room 8684, 1990 K St. NW, Washington, D.C. 20526. The ICE Almanac is compiled by David Wolfe and Judy Benjamin.



## Getting the Times

Hello!

Just received the first copy of your magazine since beginning service in October of 1990. Have sensed it was an interesting publication-but PCV's here didn't know how to procure copies. Upon receipt from Country HQ, I read it from cover to cover. The experiences and insights provided by your writing staff and PCV's are most instructive.

Out here in the foothills of the High Tatra Mountains, a sense of affiliation with those depicted in the magazine can be a boost for morale and an impetus to greater effort. PC Times makes each of us a part of a larger level of service and reflects the positive goals of our organization. It is exhilarating to feel a part of everyone's contribution. If you could be so kind I wish to request the last three or four back issues of the Peace Corps Times. They would be circulated among the Volunteers here, so worth the time and cost you would expend. The Fall 1991 issue is the one in hand here. I hope that a direct mailing to me at the address below would be possible. May I extend, on behalf of Volunteers in Czechoslovakia, our gratitude for the generous response we are sure is forthcoming.

John S. Hulst  
Banska Bystrica,  
Czechoslovakia  
January 3, 1992

Editor's Response:

*If you are not receiving the magazine on a quarterly basis please contact your HQ and have them advise us as to how to adjust our distribution. The country HQ's are sent the appropriate number of copies. However, if these copies are not getting to you please let a member of the Peace Corps Country staff know.*

## Different Houses

Dear Editor:

We are writing in reference to the "Home Away From Home" article in the Winter/Spring 1992 issue of Peace Corps Times. As Volunteers living and working on Dominica, we were happy to be included in the article. However, we noticed a discrepancy between the description of a typical home on Dominica

and the homes we actually live in. None of the Volunteers on Dominica live in the type of home described (bungalows with gomyer wood floors made of soft pine without knots, and a wood frame with concrete block sections). Our homes fit much closer with the description given for Gabon (cement homes with two bedrooms, living room and kitchen with tin roofs). We realize this was probably a mix-up but feel a correction should be noted. Thank you again for including us in the article.

Sincerely,  
The Volunteers of the  
Commonwealth of  
Dominica  
May 18, 1992

Editor's Response:

*The article at issue carried a by-line. The opinions expressed in this particular story are those of the author. However, thank you for pointing out any discrepancy that may have occurred.*

## Anniversary Reunion

Tonga RPCVs and friends:

Friendly island Volunteers unite! Come back to your Polynesian paradise. Peace Corps Tonga is celebrating its 25th anniversary. This October 2-11, a week-long festival will take place in Nuku'alofa followed by a week of activities (October 12-17) in the outer islands of Vava'u, Ha'apai and 'Eua. If you're a Tonga RPCV, we'd like you and your family to join us for this special occasion. For details please contact us with your name, address, group number and any other contact information to:

United States Peace Corps Tonga  
25th Anniversary Jubilee Committee  
P.O. Box 147 Nuku'alofa  
Tonga, SW Pacific  
or FAX: (676) 21467 or TELEX: 66236

Editor's Response:

*If you have any news of interest from your country, please notify the Peace Corps Times. Also, many countries publish their own country newsletters. Please send us copies of those as well.*

## Don't Forget To Write!

*The Peace Corps Times would like to hear from you. Please write about your experiences and we will make every effort to publish them in the Peace Corps Times. Mail your contribution to:*

Editor  
Peace Corps Times  
Room 8512  
1990 K Street, NW  
Washington, DC 20526  
USA

## PEACE CORPS TIMES

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Inquiries and letters should be sent to: Peace Corps Times, 8th Floor, 1990 K Street NW, Washington, D.C. 20526.