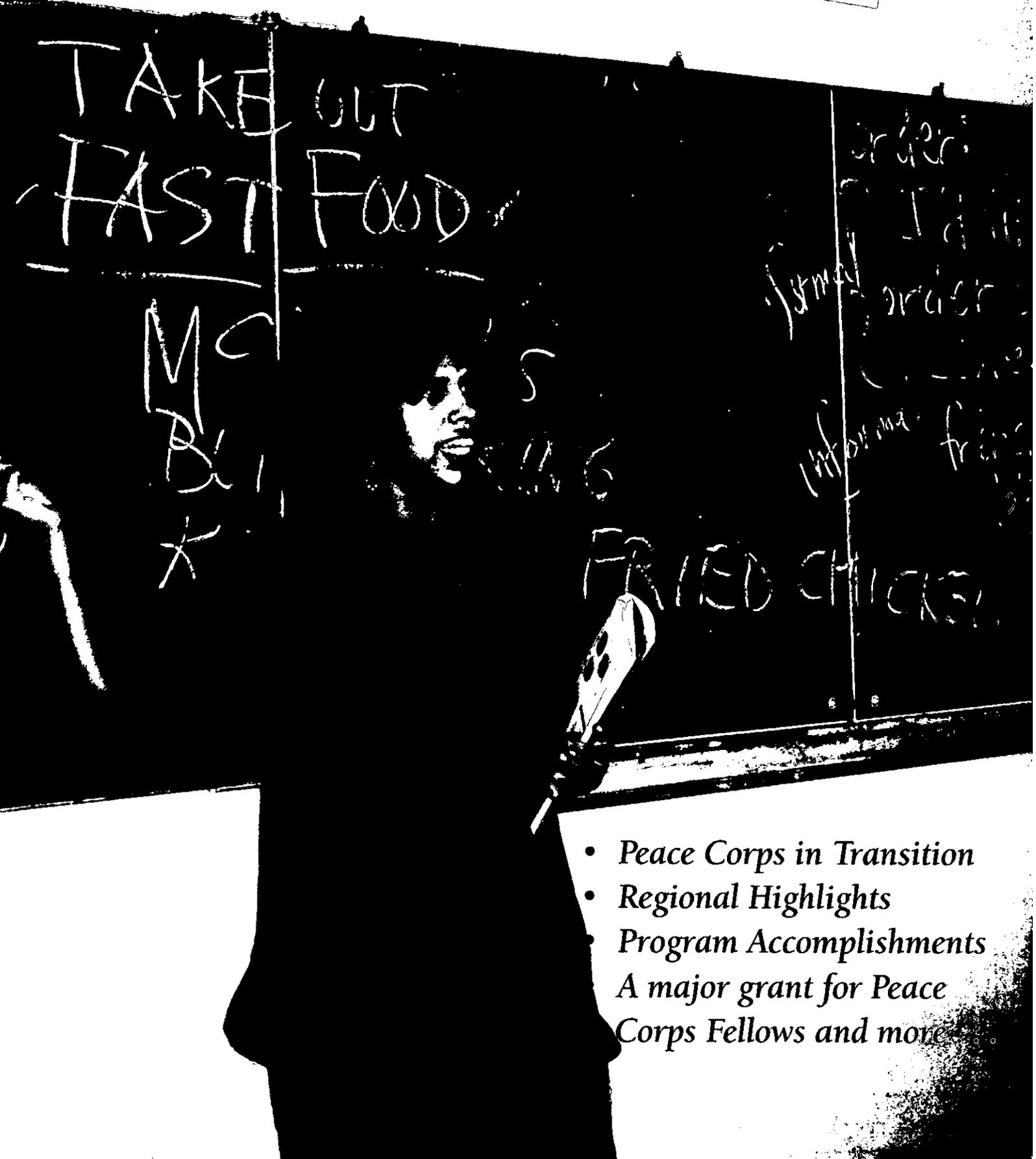


PEACE CORPS TIMES

SEPTEMBER 1993

A QUARTERLY PUBLICATION FOR PEACE CORPS VOLUNTEERS SERVING WORLDWIDE



- *Peace Corps in Transition*
 - *Regional Highlights*
 - *Program Accomplishments*
- A major grant for Peace Corps Fellows and more*

THESE HAVE BEEN SPECIAL TIMES

Dear Peace Corps Volunteer:

As this edition of the Peace Corps Times goes to press, there is a new Administration planning for the period of its stewardship of the Peace Corps. That's the way our American democratic system works. And we at K Street are working to assure a smooth transition, one that should minimize the impact of change on your assignments, but one that will allow you to keep in touch with the new Director and his or her goals for the agency.

Historically Peace Corps has been remarkably free of partisanship; most political differences are left outside agency operations. In part this is due to the nature of the agency. Peace Corps isn't the 500 staff members at headquarters—it's the 140,000 women and men who have given a part of their lives to Peace Corps' mission over the last 32 years. Those who have the privilege of serving as Peace Corps Director know that they have been entrusted with the welfare of this remarkable agency, whose reputation has been earned at the grassroots level by each individual Volunteer, as President Bush said, "one friendship at a time."

Yet over the course of an Administration, there are opportunities to add strength to even the best of organizations. It was just shy of four years ago when Paul Coverdell and I met to discuss what his tenure as Peace Corps Director would be like. Little could we have known what awaited us, what world events were about to unfold. It has been a remarkable four years.

It seems fitting that we use this special edition of the *Peace Corps Times* to mark the close of our Administration, to share with you what our hopes and goals were, as we saw them then and as they evolved. We invite your good wishes and support for those who will take over the reins of leadership of the Peace Corps; I am sure they will welcome your thoughts about how to strengthen still further this very special American institution.

They will have thoughts of their own about initiatives they wish to undertake, priorities they will set differently. If the

recent past is any indicator, they may have spectacular new opportunities open before their eyes, perhaps in Southeast Asia, perhaps in South Africa. Wherever their years take them, they will have the chance to bring friendship where once there had been animosity, distrust, and suspicion.

We know Peace Corps will have more "friends in high places" in the days ahead. Joining former Peace Corps founding staffer

teach, to give the best America has to those seeking assistance. We designed new ways to respond quickly to these invitations, lest the window of opportunity close. The staff that made this all possible has probably worked as hard as any since the early days of Peace Corps' founding, and they can take great pride in having been able to seize a truly historic moment in time. I doubt that any other agency in Washington could have accomplished what this staff did, and they deserve all the encomiums we can muster.

We know that we will learn from Peace Corps' new friends, as we have for more than thirty years of working with others. New, strong Third Goal programs will help assure that we bring back what we have learned from friends old and new, and that we share it with our fellow Americans. Other programs will help assure that the skills and lessons learned overseas can more easily find their way to the places in America where they are needed most when their Peace Corps days are over.

Leaving Peace Corps is never easy for anyone. Yet, all who come here to work and who dedicate a portion of their lives to the service of others realize that day will come. The founders of the Peace Corps intended a ready and regular infusion of new blood to invigorate our agency and its vital operations. The "career" staff who shared these exhilarating days will continue the programs, expand on them, build new ones—until their time, too, is up.

What follows is a collective summing up of four years' time at the Peace Corps, from all of us. It is not complete. It could never be. It is an attempt to capture sunlight and a million stories in a glass.



Acting Director Barbara Zartman speaks during the DeWitt Wallace-Reader's Digest Fund grant press conference in January.

Harris Wofford in the United States Senate is former Director Paul Coverdell, who will serve on the Senate Foreign Relations Committee and (he hopes) on its subcommittee for Western Hemisphere and Peace Corps Affairs. The new Secretary of Health and Human Services is Donna Shalala, an RPCV who served in Iran in 1962-64.

These have been special years for Peace Corps—years of ripening, of blossoming—years in which the agency can take great pride. As we who were privileged to lead the Peace Corps through the last Administration prepare to turn over the reins, let our years be remembered as times when the agency reached, and stretched its abilities. Without wavering from the Peace Corps mandate, we have brought it to lands and peoples where we never could have expected it would be welcome.

With the ending of the Cold War, nations in all regions have asked Peace Corps to help them build a better future—to share, to

Photo by Brian G. Liu

Barbara Zartman,
Acting Director

PEACE CORPS TIMES

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DeWitt Wallace-Reader's Digest Fund has given Peace Corps' Fellows/USA Program \$6.7 million.

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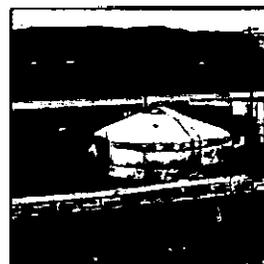
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ON THE COVER: PCV Cynthia Davis teaches a secondary school English class in Mosonmagyaróvár, northern Hungary a lesson about food. Here specifically, the subject is American fast food and its slang idioms.



LETTERS TO THE EDITOR

Getting the Times

Dear Editor,

Warm greetings from a warm place, Morocco. Thank you for sending *Peace Corps Times* on a regular basis. Our Volunteers and staff read it with great interest. We find the quarterly publication highly informative and enjoyable, as it's the only means through which we learn about PC countries, projects and share PCV's experiences worldwide. The magazine makes the Peace Corps family feel close to each other and part of Peace Corps' global experience. Besides, we often share the magazine with other agencies in country working towards development. May we extend, on behalf of PC staff and Volunteers in Morocco, our gratitude to all *Peace Corps Times* crew.

We are sending under separate mail five back issues of the Peace Corps/Morocco newsletter, "Peaceworks." We hope the newsletters will give you a more flavorful picture of Volunteer life and it might also be interesting for you to see what can be done with limited funds and a little imagination. We hope you'll find some articles worth reprinting in a future edition of *Peace Corps Times*.

Thank you again for your cooperation and please continue sending us *Peace Corps Times*. We wish a Merry Christmas to all.

Merry Christmas,
Rachel Conway & M'Hamed El-Kadi
Librarians/Peace Corps Morocco
December 8, 1992

Editor's response:

Thanks for the appreciation! Any comments, suggestions, letters, stories, photos, questions, etc. are welcome in our office. Please feel free to write or just say hi. Again, if you are not receiving the magazine, please contact your country HQ, then tell us if your post is not receiving enough copies; also do the same if you get too many so we can reduce the number of issues wasted!

Estonian Perspective

Dear Editor,

I thought a letter to all Peace Corps Volunteers worldwide might be in order so as to give them some perspective on the new program in the Baltic States.

I am currently working in Estonia as part of the small business development program. I have had my 12 weeks of cultural, legal and language training and have been cut loose to try and help these people adjust to free markets and a life of freedom.

Many people have been somewhat ill-at-ease that Peace Corps has entered a country or area of the world that is not in a critical survival state. There have been comments that possibly this is not a proper role for Peace Corps Volunteers in the strictest sense of the word because of a lack of the "Mud Hut" experience.

We are all proud to be able to help these fine people and have been welcomed with open arms and lots of curiosity. We are providing trained personnel to aid in their transition to a free-market economy. We are teaching them that Americans are quite similar to them in many respects. We are helping people in America to understand what these people have gone through and the effect of 50 years of Soviet domination. Sound familiar?

As a former Peace Corps Volunteer in the Dominican Republic (89-91), I have seen development from different angles now and, if anything, I would suggest a fourth goal for Peace Corps.

Our goal, job, duty, what have you, is to aid the disenfranchised to become self fulfilling and independent.

The skills we attempt to transfer are not only technical ones but also the skill to calculate a risk and determine how to best create a better life for themselves and their families. In many places around the world, development is hindered or stopped be-

cause the idea of individual control over life has been suppressed or punished. Only by allowing personal initiatives to flourish can situations be created that will allow for the empowerment of individuals.

Isn't that the real goal of Peace Corps? Think about it.

Mike Stewart
PCV/Estonia
October 29, 1992

World Map Project

Dear Peace Corps Times,

I am a Peace Corps Volunteer serving on Satawal Island in Yap State, the Federated

PEACE CORPS TIMES

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States of Micronesia. My dual assignments are ESL and Community Development.

In the Summer 1991 issue of your publication, you made mention of the world map project; however, nowhere did I see how to obtain a map.

My community is currently building a new school, which will also house our fledgling library; in addition, I have recently begun an art class with some of our elementary students. Both of these (i.e., the library and the art class) would be perfect for doing the world map project. Please let me know how I can get a copy.

Thanks for your help.

Sincerely,
Christopher Welch
PCV / Yap, Micronesia (FSM)
October 19, 1992

Editor's response:

The story on the world map project first appeared in the May/June 1989 *Peace Corps Times*, pages 16-19. Anyone wanting copies of the article should write the *Peace Corps Times*. We will be happy to send you the story.

Note, however, that your country's library or IRC was sent a copy of "The World Map Project Manual For PCVs" by RPCV Barbara Jo White (Dominican Republic '87-'89). This 62 page manual was compiled as a step by step guide to the project.

To contact RPCV Barbara Jo White, write to her at: The World Map Project, PO Drawer 380, Salter Path, NC 28575, USA.

Flexibility in Mongolia

Dear Editor,

Mike McCaskey's article (After the Curtain Fell, Summer 1992) was superb. His descriptions of Eastern Europe and the Volunteers' activities were fascinating, but his discussion about the PCV's changing working/living conditions makes the article a classic.

Peace Corps' move into Eastern Europe

has been trying for the organization. In addition to facing problems that require different approaches, it is difficult for some to understand why Peace Corps Volunteers should live in comfortable circumstances (translated, "indoor plumbing"). Addressing the goals of Peace Corps in Eastern Europe (and any other location) begins after the Volunteer has the respect of the host country counterparts. Earning the respect needed to help conclude a \$10mm agreement would be almost impossible in working/living conditions comparable to the poorest of the poor.

We in Mongolia's Small Business Project face many situations similar to those faced in the CIS and Eastern Europe. Our counterparts and clients are highly literate and sophisticated. Many traditional Peace Corps approaches which have worked well in other countries are not relevant here. This requires going back to an even more basic Peace Corps principle, FLEXIBILITY ... adapt your approaches to your problems. And, yes, some of us live in relatively nice apartments. However, we also have Volunteers living in traditional Mongolian tents with no indoor plumbing (see photo in the Asia/Pacific Re-

gion Report). On the hardship scale, a trip to the outhouse at -40 degrees ranks up there with the good war stories.

The important point is that war stories are incidental to Peace Corps service; helping our host countries is our mission.

Sincerely yours,
David Bernhiesel
PCV/Mongolia
December 11, 1992

Talking in Romania

Dear Peace Corps Times,

Adults in Romania want to talk! They want us to know what has happened to them in the past forty years under communism. When they finish, there is silence while they wait, hope, for us, as Americans to give them an instant answer or solutions to their problems. When we can offer none, they become cynical. No quick fixes, so more silence.

Dah, but the youth! Young people here can still dream, not really knowing what it was like before the revolution in 1989. Now, with some information about the outside

Peace Corps Times Staff



Faces behind the magazine: Editorial Assistant Heather Doherty, Production Editor & Photographer Brian G. Liu and Editor John Daniel Begg.



world, those dreams grow and expand! They are wonderful, typical teenagers, absorbed in themselves and their idols, while soaking up life through literature, movies, television. They are idealistic and they smile a lot!

The women here are very strong, hard-working, managing the home, children and outside jobs. They make-do with what material things they have or manage to find. They are courageous, and I salute them!

Teaching English conversation as a PCV with the first group of teachers in Romania in a small town is lonely, ever-challenging, ever-changing, uplifting, and rewarding for me. It continues to be a learning as well as a teaching experience.

Sincerely,
Bonnie Graves
PCV/Romania
November 29, 1992

Just Passing Through...



Honduras PCV Emily Goldman stopped into the *Peace Corps Times* office during her holiday break. Here, she stands with the Women's Lactario, a group organized to get free beans, rice and oil from USAID through the local health center, in El Paraiso, Opatoro in the southwest department of La Paz, Honduras. The group, in their best clothes, had just finished a great harvest of radishes from their new cooperative garden. Photo by Patrick Wilkinson.

Impact of the Transition: Who Will Change?

The Director and the Deputy Director of the Peace Corps are both Presidential appointees whose nominations must be confirmed by the United States Senate. President-elect Clinton has not as yet named his choices for these positions. It will take from several weeks to a few months for the appointment process to be completed. The process includes background checks, nomination by the President, confirmation hearings before the Senate Foreign Relations Committee, and approval by the full Senate.

Other key agency managers will also be selected, though these do not require Senate confirmation. These positions include the Regional Directors, the Associate Directors for Management and for Volunteer Recruitment and Selection, the General Counsel, and the Directors of Congressional Relations, Private Sector Relations, and External Affairs. A new Peace Corps Director can also make decisions about any changes in organizational structure and the adoption of new initiatives.

Our country directors, too, serve at the Director's pleasure, but their appointments are expressly outside the system of political appointment. Indeed, the Peace Corps Act was amended in 1985 to ensure that political consideration would not enter into the selection of country directors and other Peace Corps personnel stationed abroad.

All things considered, there should be no significant difference in the way a Volunteer's assignment—or a country program—runs during this period of transition.

Days of Miracle and Wonder

Can it only be four years ago? That time when the Berlin Wall was still intact; nuclear threats seemed to require massive defense programs; seeds of democratic reform on all continents had not yet appeared to take root. International terrorism was at its frightening peak. The invasion of Kuwait - and its consequences - could not be imagined. E-mail and faxes, computers and modems were not to be found in much of the Peace Corps' world.

Before our new team at the Peace Corps could know these things, we believed we would concentrate on expansion of the agency's operations to a greater number of posts in order to allow progress toward the Congressional goal of 10,000 Volunteers. We knew a series of management improvements would be needed to make that expansion possible. Little did we know how they would be tested in a historic combination of growth and contraction. We think those changes have been good for the agency and for its Volunteers. Some changes are still in the process of implementation, and you will see them unfolding in the months ahead.

For some, these elements will seem bureaucratically dry, certainly nowhere near as exciting as entry into new parts of the world. For others, it will be readily apparent that without these systemic changes, much of the more headline-catching change would not have been possible. Briefly, these reforms fall in the following categories:

- **Better Volunteer Placements.** Worldwide conversion to the Programming and Training System is intended to assure that each Volunteer will have a "real" job to do, transferring skills to host-country counterparts, in a well-defined project with agreed-upon goals. An All-Volunteer survey will be conducted early in 1993 as part of this implementation; it will allow direct feedback from PCVs about their work.

- **Tighter Financial Management.** The

agency has a new Integrated Planning and Budgeting System, assuring that managers can get "good numbers" on the costs of running our programs in so many countries around the globe. This is supported by a newly installed Financial Management System, run on a vastly improved worldwide computer system.

- **More Effective Leveraging of Resources.** We have negotiated agreements with other governmental agencies and with the private sector to bring additional financial resources to our Volunteers' work in the field. This ranges from Participating Agency Service Agreements with USAID that further the training of host-country nationals to collaborations in academic feeder programs that provide high-level preparation for Volunteers.

- **Fuller Representation of America.** For the first time in the agency's history, the Volunteer force comes close to approximating the ethnic and racial composition of the American public from which it is drawn. This means our counterparts will have a better chance of seeing the diversity that has enriched our country—and that more of America's sons and daughters will have the chance to participate in the benefits of Peace Corps service.

- **Increased Focus on Women in Development (WID).** In an effort to more fully integrate WID concerns into all Peace Corps projects, we established an agency-wide WID council, which I chair, and wrote new guidelines for project developments. Soon a new WID coordinator will bring fresh viewpoints to how we can continue to enhance all sectors and enhance their contribution to WID efforts worldwide.

- **Enhanced Volunteer Health Support.** The agency has committed significant resources to improving the systems that assure the quality of health care available to PCVs. Continuing medical education for PCMOs has been significantly enhanced, and out-

side consultants are evaluating critical aspects of the Volunteer health care system to recommend further improvements.

- **More Extensive Pursuit of the Third Goal.** The agency created and institutionalized the very popular World Wise Schools program, linking thousands of America's classrooms with Volunteer experiences overseas. The Fellows/USA program extends Volunteer service into teaching and other careers (and graduate degrees) at the completion of service. Partners for Peace Programs link hundreds of Americans in support for Volunteers' assignments overseas. A major strengthening of relations with our alumni community came with an enhanced role for Returned Volunteer Services, coordinating liaison with individual RPCVs, with local and country-of-service groups, and with the National Council of Returned Peace Corps Volunteers.

- **Greater Recognition of the Volunteer Experience.** In addition to the improvement of our Volunteer health-care system, we have improved the management of post-service disability cases. The evaluation of Peace Corps' training programs for recommended academic credit means Volunteers are able to begin graduate studies with their Peace Corps service - and the tremendous work of our training staff is recognized.

All of these initiatives have to be thought of as, "works in progress." They will all need refinement and adjustment to meet the changing needs of the agency as it continues to grow; some are still in the early phases of implementation. We hope that they will provide a stronger base for new leaders to work from as they respond to the challenges that will occur on their watch.

**Barbara Zartman,
Acting Director**

The New Face of the Peace Corps

One of our nation's greatest strengths comes from the richness of our cultural heritage. From every corner of the earth, every background, every experience, people have migrated to join the Native American people of North America and form a tapestry of immense variety. In earlier times, people spoke of a great homogenization of these cultures. Today it seems more realistic—and more affirming—to use the metaphor of a grand salad bowl, into which are tossed the flavors and colors of all Americans, each retaining its own unique qualities while enriching the whole.

In fulfilling the Peace Corps' mandate to share with our host countries' peoples the face of America, we have taken special efforts over the last four years to see that all of America's richness is reflected in the Volunteer corps. More Americans of color are serving in today's Peace Corps than at any time in its history, and that participation is still growing. They are adding to the lessons we are learning about other peoples because their viewpoint is often different. They are adding to the image those peoples form about Americans, sometime being the first Americans of color their counterparts have ever met. Most assuredly, they are "bringing the world home" to more and different American communities.

A unique initiative in understanding and training has been undertaken by the Peace Corps under the framework of the American Diversity Initiative. This initiative called for the creation of an American Diversity Committee as the agency's principal structure for encouraging greater diversity among staff and Volunteers, for promoting the appreciation of that diversity, and for eliminating discriminatory practices within the agency. Codified in Manual Section 653, the American Diversity Committee is chaired by the Deputy Director and its membership includes representatives from recruitment, overseas operations, training, personnel, EEO, volunteer services, communications,

and Returned Volunteer Services, and general counsel. It meets every week.

This unusual structure was devised because the goal was not just a "numbers" goal. We did not want to just increase the percentage of minority trainees and Volunteers; we wanted to assure to the extent possible that such men and women have as rich an oppor-

"The sons and daughters of all of America's cultures can help Peace Corps show the world our country's diversity. And Peace Corps can help them begin careers as leaders and internationalists for the next century."

Barbara Zartman
Acting Director

tunity for a positive experience during their years in the Peace Corps as non-minority Volunteers, to have the same career opportunities following Peace Corps service. We knew this meant an agency-wide effort, and we knew it would take not months, but years of dedication.

The work that has come out of the Committee ranges from the elimination of barriers to Peace Corps service (changing the policy on extraction of wisdom teeth was one), adjustments in recruiting practices and policies, participation in conferences and workshops, outreach to colleagues and leaders in minority communities—making friends for the Peace Corps who could help us share the agency's story. Other work has come in the form of networking and identifying very talented persons of diverse backgrounds for staff positions, for consultancies.

Much of the ongoing work involves the design of training programs—training for recruiters and managers, for screening nurses, for overseas staff, for Washington staff, for trainees, and for Volunteers. This year will see field testing and implementation of training designs (or redesigns) at Staging, during Pre-Service Training, during In-Service Training, and at Close of Service. In addition, Training-of-Trainers workshops will also be held. We are also in the process of revising country handbooks to provide more information on issues of difference so that invitees will have a better idea of what to expect in-country.

The work that has been done about making all of the agency more hospitable to persons of racial and ethnic difference has extended to all other areas of difference as well. All these efforts are aimed at promoting a deeper appreciation for—and sensitivity to—the feelings and experiences of Volunteers who differ on matters of age or sex, economic status or gender preference, religious custom, or any of the other important ways that make each of us a unique individual. We hope that by doing a better job of appreciating one another within the Peace Corps family we will also be better prepared to understand differences within our host-country culture, too. We know that it will be a strength brought back home.

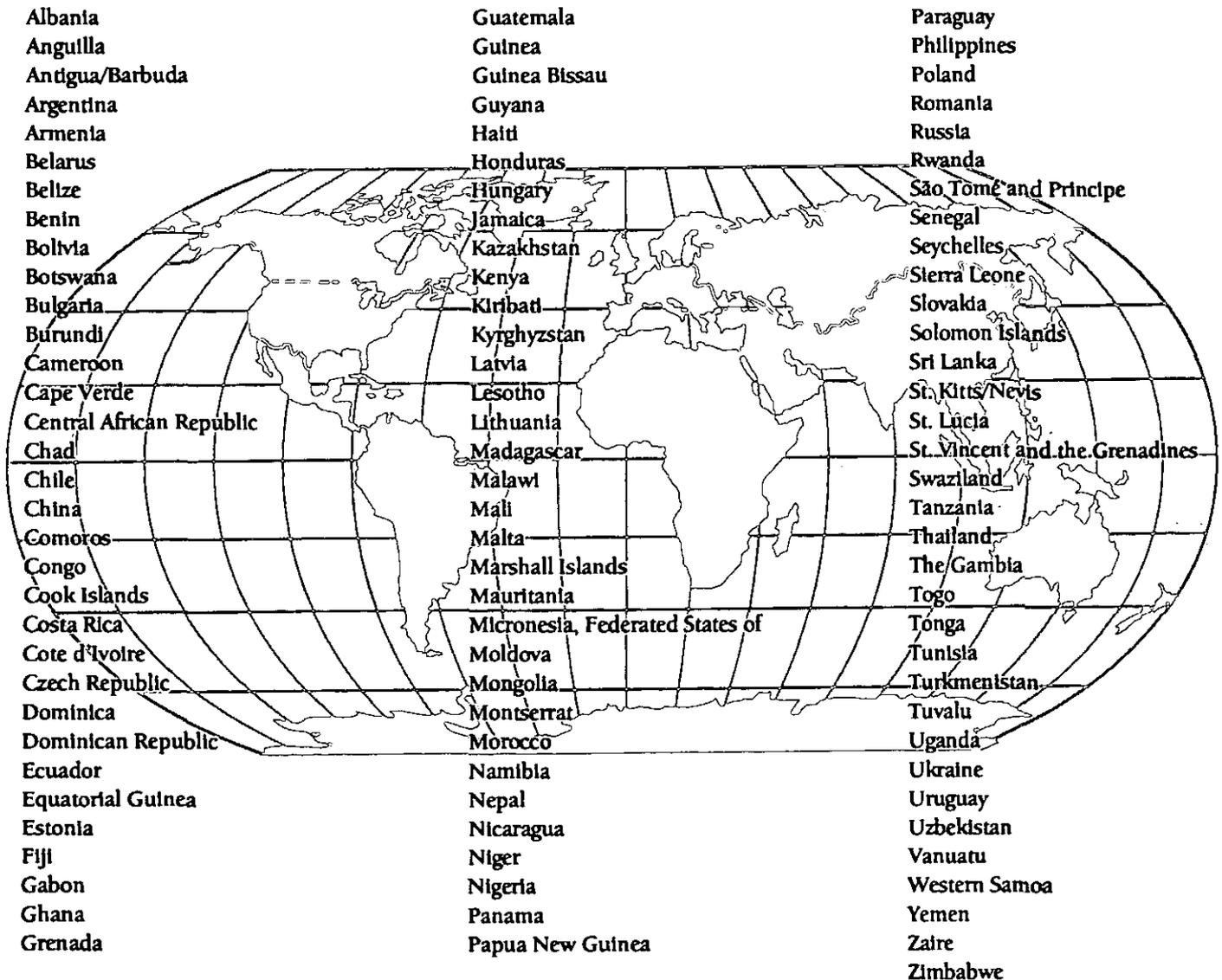
Having said all this, we know there is no magic wand that will make all hurt and insensitivity go away. We ask your patience while we do what is possible, while we learn better ways to communicate across cultures. We ask you to help by sending to the American Diversity Committee letters about your own experiences in dealing with issues of difference. You will help us to see through your eyes, and that will help all of us to understand one another more fully.

**The American Diversity
Committee**

These Are The Nations We Serve

At no time in our 32-year history has Peace Corps had a concurrent presence in so many countries. A complete list follows, which, in turn is followed by reports from the four Peace Corps Regions highlighting their activities over the past four years.

Managing operations in the Regions and in all of the countries they serve is a monumental task. A gifted staff has done it well, and that is a glowing tribute to their talent. They are here to serve. And they do that very well the world over, day in and day out, in every circumstance imaginable.



INTERNATIONAL OPERATIONS

Africa Region Report

New Country Entries in the Africa Region

Because Peace Corps Volunteers have been requested by virtually every nation in Africa, support for new country entries has remained a top priority for Africa Region staff. Since FY '89, Peace Corps has success-



Togo PCVs Holly Born and Heather Arcovitch examine magic talismans. Photo by PCV Russell Haner.

fully established seven new programs or re-entries in sub-Saharan Africa and has plans to set up programs in at least two countries during 1993.

Shortly after the nation of Namibia gained its independence, the first 14 Volunteers arrived in September 1990. Because the Government of Namibia has mandated that English be the national language, the majority of the Volunteers serve as English teachers in secondary schools throughout the country. In the past two years, the program has expanded to over 85 Volunteers. PC/Namibia was also designated as the Africa Region's pilot country for the Agency's Youth Development initiative in October 1991.

The first group of six Volunteers arrived in São Tomé/Príncipe to serve as extension agents in the areas of health/nutrition education and appropriate technology in October

1990. As Peace Corps enters its third year in Sao Tome, 19 PCVs continue their work in the health sector. Currently, the post is exploring new programming possibilities with host country officials in the areas of TEFL and agriculture.

Peace Corps Volunteers originally served in Côte d'Ivoire from 1962 to 1981. Following several years of discussion with Ivorian officials, the first re-entry group of Volunteers began their service in December 1990 as part of the Child Survival project. Due to the increasing urbanization of Ivorian society, Peace Corps initiated an innovative urban environmental management project in conjunction with decentralization efforts of the Government of Côte d'Ivoire. Currently there are 45 Volunteers serving in Côte d'Ivoire.

After an eighteen-year absence, a group of 16 Volunteers returned to Uganda in June 1991. Currently, 23 PCVs work in technical education and natural resource management. In 1993, the first primary education teacher trainers will arrive to work with a new USAID-sponsored primary education project.

In August 1991, the first fourteen Volunteers began their service in the Congo. Today there are 29 PCVs working in freshwater fish farming, forest conservation and water and sanitation projects.

In response to a request from the Ministry of Education and Culture, the first group of 25 Volunteers arrived in Zimbabwe in September 1991. Currently, there are

51 PCVs working in rural schools throughout the country as vocational education, mathematics and science teachers.

The first group of 12 Volunteers to serve in Nigeria in over 20 years was sworn-in in December 1991. Currently, 21 PCVs are assigned to the Combating Communicable Childhood Diseases (CCCD) project and the National Guinea Worm Eradication Program. The Government of Nigeria is strongly committed to eradicating Guinea worm by 1995 and the work of the Volunteers is considered essential in this effort. PC/Nigeria plans to expand its program by adding an agriculture project in FY '93.

The Africa Region has begun preparations to open two new posts in Madagascar and Zambia during FY '93. It is anticipated that the first group of 15 Volunteers will begin training in Madagascar in June and 15 Trainees will arrive in Zambia in early FY '94.

Progress in PATS

To assist posts in project-based programming efforts, the Region's Programming & Training Unit provided technical assistance and support to staff in Kenya, Malawi, Central African Republic, Equatorial Guinea, the Gambia and Uganda. The Region's initiative to strengthen the role of Volunteers in Education projects continued with its Education Conference for francophone and lusophone countries where Peace Corps has education projects. Region, OTAPS and USAID funding enabled APCDs for Education and Ministry of Education representatives from 12 countries to participate in a four-day conference which was held in Cameroon and ably hosted by Cameroon Peace Corps staff. The conference agenda emphasized Peace Corps-Ministry of Education collaboration in achieving access to educational opportunities, quality teaching and equity. Re-



gion and posts remain committed to achieving these goals through Volunteer assistance in direct classroom teaching, teacher training and materials development. Prior to the conference, a workshop was held for APCDs for Education to provide them with the opportunity to finalize education projects according to the PATS format and standards. Countries participating included Benin, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Gabon, Guinea, Guinea Bissau, Mali, Niger and Rwanda.

French translations of the Agency's PATS manual and the Region's Education Mission Statement have been developed and are being distributed to posts. These documents will serve as a valuable resource for host country national APCDs for Education in French-speaking countries of Africa.

Administrative Accomplishments

A major priority of the Africa Region's Administrative Unit has been to equip the overseas posts with the technology to process their ever increasing data load. The Region was successful in providing computers to all overseas Senior Staff. At the beginning of FY '89, there were few posts that had more than one computer, whereas today, even Pre-Service Training sites extensively use computers. The Region is still in the process of connecting several posts with worldwide electronic mail communication capabilities.

The Africa Region was also the catalyst for Administrative Officer Training. This was implemented in FY '90 Agency-wide. Prior to this, Peace Corps did not routinely train Administrative Officers on PC regulations, financial management, or personnel management. The three week course has proven to be a tremendous asset for overseas operations.

Headquarters has also installed the RAMC Off-line Link-up System (R.O.L.L.S.). This system provides the Region with instantaneous infor-

mation on the financial status of any overseas post via computer modem transmission.

Lusophone Training Center

Because of the unique need to provide Portuguese language for three of the Region's countries, Cape Verde, Guinea Bissau, and São Tomé & Príncipe, a common training center was established in July 1991 in Prata, Cape Verde. An existing agricultural training center was leased as the training site and individual technical trainers, a language coordinator and training director were hired from the United States to complement the local staff for the center.

This decision was made because of the lack of available competency-based trained language instructors to assist in the training of Peace Corps Volunteers. The center has enabled the Africa Region to improve the

quality of training for Portuguese-speaking countries and to save money through economies of scale. Since the initial training took place, the language coordinator was contracted to develop a student workbook and teacher's manual because no such materials using the Peace Corps accepted competency based approach are available commercially.

Language Training

Through the 1990 Integrated Budget and Planning System (IPBS) process, Peace Corps posts Agency-wide identified language training as an area in need of improvement. Former Peace Corps Director Coverdell addressed this need by providing \$400,000 for improved language training. With a portion of these funds, the Africa Region was able to support many individual post needs and conduct a Francophone language training of trainers in Thiès, Senegal in April 1991. As a result, individual posts have been able to improve their language curriculum and materials, and provide tutoring for in-service Volunteers. In addition, language coordinators and trainers across the Region have begun to develop and improve their knowledge and implementation of competency-based language training. These efforts will be continued and enhanced.

Peace Corps/Southern Africa Drought Relief Project

Due to the worst drought in modern history, crop failures and losses throughout southern Africa have claimed up to 90% of crop yields. Emergency food imports are mandatory to keep an estimated 16 million people from starvation, as former food exporting countries such as the Republic of South Africa and Zimbabwe struggle to meet their own internal food requirements.

In response to this crisis, Peace Corps signed an agreement on September 30, 1992 with the Office of



PCV Jennifer Querner photographs Poular girls bathing in Loubodou, Senegal.

Foreign Disaster Assistance (OFDA) and the Africa Bureau of USAID for \$1.1 million enabling Volunteers in southern Africa to assist with drought relief activities.

OFDA allotted \$174,938 for Peace Corps/Namibia to bring in 12 extension/transfer Volunteers to work with rural water projects and food relief distribution activities. Currently six hydrogeologists and two food distribution Volunteers are working in Namibia, and two Volunteers will begin work as Regional Food-For-Work Officers in January 1993.

USAID allotted \$801,274 for the design and implementation of water and other drought-related projects by Volunteers in Lesotho, Botswana, Malawi, Swaziland and Zimbabwe. Currently in Lesotho, six water catchment systems are under construction, and applications for 60 more have been received. Up to eight horizontal wells are also scheduled to be completed in Lesotho. USAID has allotted \$105,145 for five extension/transfer Volunteers to assist anywhere in Africa, on a short-term basis, where disaster may strike. The Africa Region will conduct a drought programming assessment in Malawi and Swaziland in January 1993.

Education Working Group

The Education Working Group (EWG) was established by Africa Region staff in March 1991. The group is comprised of representatives from the Country Desk Units and the Programming and Training Division. The goals of the group are to: 1) increase the awareness of PC/Washington staff, country staff, and the Volunteers of the importance of education in the developing world and, 2) increase the exchange of information among APCDs for Education, Volunteers, and host country educators.

To date the Education Working Group has developed the Africa Region Education Mission Statement which was disseminated throughout the Agency, including field staff and Volunteers as well as newly invited Education sector trainees. Pre-service Training/In-service Training sessions addressing the role of the Education Volunteer in devel-

opment were designed and distributed to the field.

In order to increase the exchange of information within the education community, a Directory of Education APCDs was developed. A newsletter is also scheduled to be produced biannually. The EWG will continue to identify ways in which to support the education sector in the Africa Region.

Peace Corps/Guinea — Revolving Loan Fund Project

The Africa Region's small business development program, entitled the Africa Small-business Assistance Program (ASAP), began in 1986 in response to requests from posts and a growing recognition by African countries that a viable, formal/informal small business sector holds great potential for employment, economic growth and development, democracy and peace throughout the continent.

A project design for the implementation of a revolving loan fund project in Guinea was completed in 1988. The project became operational in the same year after receiving a \$60,000 grant from American businessman, Arthur Kobacker. Presently, the entire project, including the funds, are managed by six independent local citizens' committees established with PC technical assistance. The committees are located in six secondary cities outside the capital city of Conakry. The six Volunteers assigned to these sites provide technical assistance and advice to the local management committees and borrowers. In FY '93, the project is expected to increase the number of PCV participants from six to eight, opening two new sites.

Guinea Worm Program

The Water and Sanitation sector coordinates Peace Corps' Guinea Worm Eradication Program (PC/GWEP). Peace Corps Volunteers are an integral part of a global effort to make Guinea worm (a waterborne disease) the second disease to be completely eradicated, the first having been smallpox. The sector supports Volunteers' efforts with

financial and technical assistance, and works closely with other organizations involved in the eradication campaign, including the World Health Organization, Global 2000, UNICEF, the Centers For Disease Control, Vector Biology and Control, and USAID.

A PASA agreement between Peace Corps and USAID provided \$641,000 for Phase I (1990-92) of the PC/GWEP. In a recent evaluation of Phase I, it was determined that an estimated 855,000 beneficiaries were affected by the 74 Peace Corps Volunteers involved in Guinea worm eradication. During that period, the program targeted those at risk in eleven of Africa's 16 Guinea worm-endemic countries. Based on the recommendations of this evaluation, the sector has submitted a proposal to the Africa Bureau of USAID to expand Peace Corps' GWEP activities approximately four-fold in terms of the number of Volunteers participating and the potential number of beneficiaries.

In Phase II (1993-95), Peace Corps will shift from a focus of training specific "Guinea worm Volunteers" to training all Volunteers working in endemic areas in eradication methods regardless of their primary assignment. The expected outcomes of this strategy include 3,800,000 beneficiaries and the training of 330 PCVs and their counterparts per year. In support of Phase II, the sector is requesting \$1,496,898 from the USAID Africa Bureau.

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INTERNATIONAL OPERATIONS

Inter-America Region Report

New Hope For Peace

Not too long ago, Peace Corps was not welcome in much of the area which comprises the Inter-America Region. If Peace Corps had been welcome, in many cases our presence would have been obviated by a persistent and unrelenting climate of violence in many of the lands.

Today, thankfully, much has changed in Inter-America. Peace has come where once there was war. With peace, appropriately, has come a resounding cry for the help of the Peace Corps.

Accomplishments

The story of the past four years in the Inter-America Region is one of great accomplishment and great hope for a better future.

When one envisions the traditional Peace Corps experience, it is likely that the Inter-America Region comes to mind. In many countries of this region the countryside is green and lush, host country nationals dress in beautiful vibrant colors, the communities depend largely on agriculture for revenue, and the governments are often in a frequent state of transition. For all its picturesque quality, over the past four years the Inter-America Region has undergone some very dramatic, very real changes.

In 1989, for the first time in history, every major country in the Inter-America Region had democratically elected leaders. This positive move towards democracy also led to greater support for market economies and privatization of state run companies. However, democracy is a fragile political system until securely institutionalized. Within the last year, the Region has seen an attempted military coup in Venezuela, a civilian/military coup in Peru and a military coup in Haiti. Still, there remains a progressive environment in the Region and new hope for international collaboration in addressing

depressed socio-economic conditions.

Years of Expansion

The 1990's mark the resurgence of the Peace Corps in the Inter-America Region. The Region has entered into agreements with seven democratically elected countries: Bolivia and Haiti (currently suspended while awaiting the return of the elected president) in FY '90 and Argentina, Chile, Nicaragua, Panamá and Uruguay in FY '91. Plans are underway to reenter El Salvador in FY '93. The IA Region has also received invitations to visit and explore the feasibility of entering Guyana and Surinam in FY '93 or FY '94.

With this recent expansion, there has also been a shift in the agriculture industry and the sophistication level in which Peace Corps is working. In the early 1960's, when Peace Corps was first established in this area, host country knowledge of agricultural skills was limited and Volunteers were charged with teaching basic farming techniques. As the Region's development needs have become more complex, Peace Corps has committed to responding with a high skills approach that will go hand-in-hand with the

traditional agriculture program.

Just as environmental concerns are prominent in the United States, they are equally important to the minds of the people in urban and rural Inter-America. As a result, the Inter-America Region has devoted a greater number of its most precious resource — Volunteers — to environmental needs. The Inter-America Region focuses on a variety of themes in the environmental sector including environmental education, forestry, national parks management, and natural resources conservation.

In Costa Rica, Volunteers work with community environmental committees on environmental education and the preparation of educational materials. Volunteers have assisted Costa Ricans design educational campaigns on the management and control of pesticides on water and air pollution, and on utilizing radio, T.V., the press, posters and seminars.

Forestry Volunteers in Chile work at the university level, helping faculty members design and teach courses in forest economics and forest regeneration. They also conduct research on forest product use and processing.

Wildlands/Protected Areas Management Volunteers in Honduras assist their counterparts in establishing an effective national park system. Activities have focused on improving wildland buffer zone management, and leadership and action skills training for local community members.

Volunteers in Guatemala work with com-



PCV Elizabeth Imbo poses for a self-timed photograph with three girls in Llanos del Pinal, Guatemala.

munity members and local organizations to better manage and conserve their natural resources. Volunteers have helped develop agroforestry and erosion control systems, established community nurseries and designed resource management education plans.

Old and New Programs

For over ten years, Peace Corps programming has been directed at addressing "basic human needs" and serving "the poorest of the poor." Basic human needs include food, potable water, shelter, health care, education and income generation. Regional programs have encompassed a wide range of activities in the traditional development areas of health, education and agriculture, as well as integrated rural community and infrastructure development, income generation activities and natural resources management. While basic human needs in lesser developed countries will continue to be the Region's primary criteria in program planning and corresponding budget allocations, the Region has, since 1988, widened its programming range to include more advanced countries such as Argentina, Chile and Uruguay. These countries have significant development problems and needs, but require more sophisticated approaches or, in some cases, a more collaborative development partnership program with the United States through the Peace Corps.

There are more poor people in need of basic services in the Inter-America Region today than there were in the 1960's. The need for increasing human and financial re-

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 con-

When one envisions the traditional Peace Corps experience, it is likely that the Inter-America Region comes to mind...over the past four years the Inter-America Region has undergone some very dramatic, very real changes.

sources within the Region and leveraging outside resources is greater than ever. PCVs can assist with decreasing the degradation of natural resources, enhancing opportunities for small business, cooperatives and the thousands of micro-entrepreneurs in the informal sector. They can also continue to assist in the traditional areas of health, education and agriculture. In addition to the long-standing emphasis on rural development, there is a tremendous need to address the serious social and economic problems of the urban areas. Since FY '88 the Inter-America Region has been piloting programs targeting urban youth and municipal management.

Three Areas of Emphasis

The three areas of programming emphasis: the environment, small business development

and urban youth development, coincide with current Agency priorities. The IA Region has made substantial progress in each of these areas and will continue to focus on each of them 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

cerns in each of our program sectors.

The Region's annual growth rate in 1991 was 2.7%, a hopeful indication that the Region is emerging from its prolonged economic crisis. The critical causes of the decade-long crisis included: a sharp drop in raw material prices, underfunded and insufficiently trained government bureaucracies, ineffective monetary and pricing policies, limited resources with which to manage development and inefficient government operated corporations. In addition, population growth continued to average 2.45%, and incomes declined by 8% over the last ten years. Within this economic context, social pressure increased, leading to a demand that basic human needs and rights be addressed.

The Challenge Ahead

The principal challenge for the next decade in the Region will be to assist people in creating mechanisms and conditions which improve their lives within the democratic process through private sector development balanced with appropriate government services. Peace Corps, with many others, can assist in meeting the challenge.

**Donna Frago,
Regional Director
Inter-America**



PCVs in Cochabamba, Bolivia use a large net to escape the dreaded Vinchuga beetle. Photo by PCV G. Dom Cardea.

INTERNATIONAL OPERATIONS

Asia/Pacific Region Report

Reflections on Recent Accomplishments

In September 1992, the Asia and the Pacific Region, covering 17 countries, was formed out of the PACEM (Pacific, Asia, Central Europe and the Mediterranean) Region. This "new" region, which collectively represents 240 years of Peace Corps service, began in the Philippines in 1961 and will soon include China in January 1993.

The Asia and the Pacific Region, comprised of China, Cook Islands, Fiji, FSM, Kiribati, Marshall Islands, Mongolia, Nepal, Papua New Guinea, Philippines, Solomon Islands, Sri Lanka, Thailand, Tonga, Tuvalu, Vanuatu, and Western Samoa, works to support approximately 1,000 Volunteers. These Volunteers work in 75 projects, including the sectors of Education (61%), Health (13%), Agriculture (9%), Small Business (8%), Environment (6%) and Urban Development (3%). These Volunteers are supported by 100 field staff, 71 of whom are host country nationals, and 25 headquarters staff.

Issues Facing the Region

Many common development issues have faced the Asia and Pacific countries: the ongoing lack of adequately trained teachers, a new awareness of environmental problems, the rapid spread of HIV/AIDS and increasing numbers of youth at risk. Dramatic population increases, sprawling urbanization and declining economies have resulted in increased safety and security issues.

After more than 30 years of development assistance, countries in the Asia and the Pacific Region no longer accept blanket offers for help, but insist that development agencies contribute to national development plans and assist their countries in becoming self-sufficient. More and more countries are asking for highly trained Volunteers who can

work closely with host country counterparts. This has led to redirected training strategies which attempt to meet the learning needs of these more experienced Volunteers. Those Volunteers who are less experienced and whose skills are more generalist in nature need more sophisticated technical training than they have traditionally received. Both groups need effective cross-cultural and language skills.

In addition, because of the end of the

programming, training, and Volunteer support; administrative accountability; and staff development.

New Country Openings

The opening of a Peace Corps post in China has been one of the most exciting and challenging efforts in recent years. After country agreement negotiations and programming trips to China in the Winter of 1989, a pre-service training for 18 Teachers



The Asia/Pacific Region headquarters staff at an in-service workshop in December 1992.

Cold War and the emergence of free-market economies, countries in Asia/Pacific that were previously not interested in Peace Corps have now requested assistance. This includes such countries as Mongolia, China, Laos and Bhutan.

In addressing these issues, the Asia and the Pacific Region has focused on the following areas: new country entries; improved

of English as a Foreign Language (TEFL) Volunteers began in June. This was canceled due to the unfortunate events in Tianamen Square. However, both countries continued to express interest in working together. Through lengthy discussion with the Chinese over the past two years, refinements were made in the country agreement. We are now pleased to announce that we will be

sending 18 TEFL teacher trainers to Sichuan Province in the Spring of 1993. Peace Corps is especially pleased to be working with university-age Chinese youth who have expressed genuine excitement about having Peace Corps Volunteers as teachers.

It was also with enthusiasm that a Peace Corps post was established in Mongolia in 1991. As Mongolia broke with the Soviet Union and began working towards establishing a market economy, representatives from the Mongolian government requested TEFL and Small Business Advisors from Peace Corps.

Not only did the country need English speakers to assist with Mongolia's effort to connect with the outside world, but they needed small business experts to assist them in their process of economic change. Currently 50 Volunteers serve throughout Mongolia training English teachers, teaching in Mongolian secondary schools, advising entrepreneurs in establishing businesses, and delivering workshops for local business people.

In addition, representatives from Laos expressed interest in establishing a Peace Corps Program. Programming for 15 TEFL Volunteers has been completed and training materials have been developed. Peace Corps awaits discussions with government officials to finalize the program.

Other exciting possibilities for new country entries that are being explored include Bangladesh, Cambodia, Vietnam, Indonesia and Bhutan. To have Peace Corps posts in countries that previously were anti-American is to come full-circle. This is truly serving in the name of Peace.

Programming and Training Systems

Programming- No longer are projects developed without the collaboration and support of the host agencies or ministries. No longer do Volunteers work independently, but rather with a counterpart whom they are training. Projects are developed to be sustainable, replicable, and benefit those most in need.

PATS encourages collaborative develop-



Some Peace Corps Volunteers in the main towns of Mongolia now live in these winter tents, called "gers."

ment of projects which have specific goals, objectives and comprehensive implementation plans. Of the 75 projects in the Region, 85% have PATS project plans. This puts the Region well ahead of the agency schedule of full conversion to the PATS by the end of FY '93. Field staff trained in PATS report increased host country government support for our projects with this increase in the collaborative process. These are all standards of the agency Program and Training Systems which the Asia/Pacific Region strongly endorses.

New Programming Areas: HIV/AIDS Education and Training- By early, 1992, a conservative estimate of HIV infections in South and Southeast Asia indicated a total of over one million. This health crisis is being addressed in a TEFL/AIDS project in Thailand. An HIV/AIDS prevention education manual to train local health educators and teachers has been developed by a Thailand Volunteer, and this will be shared with all Peace Corps programs.

Based on the work done in Thailand, Asia and the Pacific Region is moving toward additional programming in HIV/AIDS prevention and integrating AIDS awareness into existing projects. Because many of our

Volunteers are in various fields of education, AIDS education material is being integrated into their classrooms. Teaching English as a Foreign Language uses AIDS prevention as the content for English lessons, and science and health education classes are addressing the subject directly.

Accompanying this focus on HIV/AIDS Education programming is a focus on increased HIV/AIDS awareness for the Volunteers. Recognizing that many Volunteers are sexually active during their tour, the Region stresses the critical importance of AIDS prevention in its training programs.

New Programming: Environmental Programs- Environmental issues are significant throughout the Asia/Pacific Region, ranging from rising sea levels and destruction of marine ecosystems to deforestation, waste disposal and sanitation.

Although only 6% of Asia/Pacific Region Volunteers have primary assignments in the environment sector, primarily in forestry, wildlife and coastal zone management, we are promoting environmental protection through the development of secondary assignments in environmental education. Many of the current education Volunteers have begun incorporating environmental

education. Efforts to expand this initiative will continue in 1993.

Training Initiatives

Safety and Security Training- Along with HIV/AIDS education, safety and security issues will continue to be emphasized in the Region's trainings.

In the first week of September 1992, the Region preceded its first regional planning conference with a pilot Safety and Security Workshop sponsored by the Office of Special Services. Participants at the two-day workshop discussed helping Volunteers handle stressful situations, training Volunteers to approach their physical security proactively, and developing strategies with Volunteers for dealing with cultural norms around alcohol use and sexual activity that could compromise their safety. The Region plans to make such information a key part of Volunteer preparation through pre- and in-service trainings in all Asia/Pacific countries.

Language Training- Language training in the Asia/Pacific Region has also been and will continue to be a priority. In a region where there are numerous and difficult languages, a number of dialects and few common languages, there is commitment to continual improvement in our language programs.

Given the rising average age of Peace Corps Volunteers coupled with the fact that many Volunteers need technical language skills for job success, the A/P Region has developed an approach to improved language programs. In this approach, competency-based survival and technical language curricula are developed, pre- and in-service training designs are up-dated, teacher competence is improved through workshops on current language teaching methodology, independent language learning materials are developed, and strategies which address the language needs of the senior learner are employed. This commitment to competency-based language training represents a fresh approach to a priority for the agency.

In 1987 three A/P countries, Thailand, Sri Lanka and Nepal, piloted newly designed

language programs. Each conducted extensive Volunteer language needs assessments, wrote competency-based curricula to address these needs, and participated in a joint workshop to train teachers in updated teaching methodology. Based on the success of this work, Peace Corps used it as a model to set an agency standard for all language programs. Positive results have been reported, such as the 1990 survey of Fiji Trainees who received an average FSI 1+ language score (average age of the group was 43), and a 1991 training group in Thailand who scored significantly higher than preceding groups trained under the old system.

Training Reviews- During 1992, the Region reinstated a reporting requirement for field training programs and is currently analyzing individual training design and overall training operations at each post to identify good ideas and systems that can be shared, and to determine any weaknesses that need to be addressed.

Improvements in Administrative Accountability

Administrative and Management Control System- This intensive, detailed self-evaluation tool has proved to be extremely valuable to posts as well as helping Asia/Pacific headquarters maintain internal controls. We are currently working on computerizing this important instrument to make it more comprehensible, timely and responsive.

Expanded Administrative Training- Training initiatives have resulted in broad-based skill development for all staff. All Asia/Pacific Country Directors participate in Administration Officer Training (AOT) which is vital to assuring that country directors can monitor, supervise and participate in the administrative operations at post.

Administrative Officers participate not only in the initial AOT but in a region-wide administration workshop which focuses on skill upgrading and information exchange. The Region's first annual administration conference took place in December 1992. The Region's cashiers, too, have participated in enhanced professional develop-

ment with a two-week training and skills upgrade workshop. They all have computers and have received training in use of a computerized cashier program.

Region Philosophy of Service

In reviewing Asia and the Pacific's accomplishments, our successes have been in facilitating smooth and well-prepared new country openings, improving programming and training initiatives and developing more efficient and accurate administrative procedures.

The high quality teamwork of the Region is the link between these various elements of Volunteer support and service delivery. At a recent in-service workshop of the Region's headquarters staff, several individuals expressed a vision which stands as a metaphor for the way Asia/Pacific staff strive to function. The metaphor is that of a candle, with the Volunteers as the flame and the staff as the keeper of the flame. In 1993, the Asia and Pacific Region plans to fuel that flame while expanding the range of its light.

*Kathleen Corey,
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and
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INTERNATIONAL OPERATIONS

Eurasia/Middle-East Region Report

On October 1, 1992 the Pacific, Asia, Central Europe and the Mediterranean (PACEM) Region was divided into two new regions: Eurasia/Middle East and Asia/Pacific. EME has an FY '93 budget of \$28 million and is comprised of the Middle East (Tunisia, Morocco, Yemen and Malta), Central Europe (Poland, Hungary, Czech Republic, Slovakia, Bulgaria, Romania and Albania), and the new countries of the former Soviet Union (Latvia, Lithuania, Estonia, Ukraine, Russia, Armenia and Uzbekistan). Staff and Volunteers are being selected for five additional programs beginning this summer in former Soviet republics: Kazakhstan, Kyrgyzstan, Turkmenistan, Belarus and Moldova. There are no plans for programs in Georgia, Azerbaijan or Tajikistan due to the current unrest experienced in those republics.

The 19 active programs in EME have over 950 Volunteers and 250 Trainees serving in-country. These Volunteers participate in projects in Teaching English as a Foreign Language, known as TEFL (47%), Small Business Development (41%), Health (6%), the Environment (4%), and a handful of individual assignments.

MIDDLE EAST

Tunisia

Tunisia observed the 30-year anniversary of Peace Corps in November 1992. Acting Director Barbara Zartman represented Peace Corps during the week of celebrations and was presented with a handcrafted silver dove as a symbol of goodwill and friendship, now on display in the Director's office. Over 2,000 Volunteers have served in Tunisia since 1962 in a wide variety of assignments including health, education, urban planning and agriculture. There are currently 34 Volunteers in the field. Volunteers were

evacuated during the Gulf War, and the program is rebuilding to a Volunteer level of 100 PCVs. Newly developed projects for 1992 include a low-income urban housing project with ten PCVs. These Volunteers are helping to construct model homes as training exercises in improved construction techniques. Eleven PCVs are active in a revised Special Education project to help develop Special Ed curricula and provide on-the-job training to Tunisian Special Educators. The University TEFL project has seven PCVs and two Rural Youth Development projects to round out the existing program with six Volunteers. Finally, an Environmental Protection Project is being developed with an anticipated 1994 start date.

Morocco

Fifty-three Volunteers established the Peace Corps program in Morocco in 1963, which celebrates its 30th anniversary in April 1993. Over 2,800 PCVs have since served in a wide variety of assignments. There are currently 87 Volunteers in Morocco, on the way to rebuilding its Volunteer numbers to 150 after evacuation during the Gulf War. Approximately 30 of these PCVs are involved in education, including such mainstay projects as teaching English at the secondary and university levels. An innovative Special Education project begun in 1990 involves Volunteers who are working with

Moroccan counterparts developing curricula for teaching orientation and mobility skills to blind students. A new Maternal and Child Health project will be implemented in 1993. Volunteers will work on nutrition, child growth, pre- and post-natal care and immunization efforts throughout the country. The Veterinary Medicine program provides animal husbandry assistance and herd disease control in rural areas of Morocco. Other ongoing projects include water, sanitation and environmental education.

Yemen

Peace Corps entered the Republic of Yemen in 1973. Initially, Peace Corps' programs focused largely on health, since some of the most disturbing health statistics in the world are found in this barren country next door to one of the world's richest. Over the years, Volunteers have also worked in education, earthquake reconstruction, agriculture, old city preservation and rural water supply projects. Following a program suspension for a year during the Gulf Crisis, Peace Corps Volunteers returned to Yemen in July, 1991. There are currently 34 Volunteers in Yemen working in the English and Health fields. The English teachers are primarily assigned to teach university level courses. The health programs are designed to address both primary health care needs for rural areas, as well as critical shortages of trained



PCV Patricia Heydorn photographs children in Sana'a, Yemen.

professional nurses, lab technicians and health managers. Volunteer levels are being rebuilt to 100 PCVs, and many of these new placements will be located in what was formerly South Yemen, now integrated with the North into one nation.

Malta

Peace Corps Volunteers first arrived in Malta in 1970. Initial projects were in architecture, library science, archeology, education and veterinary science. The program was suspended in 1977. However, in August of 1990, a veterinarian Volunteer and a large animal husbandry Volunteer arrived in Malta to resume the program. There are currently four Volunteers in Malta: a substance abuse counselor and a computer systems analyst, as well as two Volunteers working with the Ministry of Agriculture on herd management and extension agent training.

CENTRAL EUROPE

Poland

The first group of TEFL PCVs arrived in June 1990. With 238 Volunteers, the Poland program is now one of the largest in the Peace Corps family. Over 170 PCVs are assigned to TEFL projects, which include direct teaching assignments in secondary schools, as well as teacher training duties at the university and college level. Secondary projects include improving the language capability of fellow faculty members and establishing regional English language resource centers. The Liberty Bell Foundation has generously contributed \$1.2 m to add 60 slots to the TEFL program. Over 60 Volunteers are working in the business sector as municipal advisors, business trainers and privatization advisors. Among other accomplishments, the Business Volunteers have organized two ecotourism and banking conferences and have opened the Free Enterprise Transition Consortium in Krakow to provide business training and to advise local entrepreneurs. Finally, a contingent of 23 Volunteers is working in National Parks Management and NGO counseling.

Czech Republic

Staff members arrived in Prague to set up the Czechoslovakia program (now in the Czech Republic and Slovakia) in July 1990. A group of TEFL Teachers followed in November 1990. The 47 current TEFL Volunteers in the Czech Republic are training teachers and working in TEFL at teacher training colleges, universities and secondary schools. The TEFL Volunteers also carry out a variety of tasks outside their teaching assignments, including staff development and sponsoring English clubs. Ten Environmental Volunteers are involved in three separate capacities as: National Parks and Wildlife Advisors, Environmental Educators and Environmental Protection Advisors. These PCVs work with regional and district governments, as well as local environmental organizations to assist with the management of small nature preserves, the application of water management and pollution controls, and the development of effective community awareness campaigns. A Small Business Development project is on the drawing board for November 1993.

Slovakia

The Czechoslovakia program experienced a split on January 1, 1993 when the Czech Republic and Slovakia were formed out of Czechoslovakia. The long-anticipated split did not disrupt Peace Corps operations in either of the successor republics, and the projects within Slovakia remain the same as those in the neighboring Czech Republic. A second office has now been set up in Bratislava. This office and staff will be built up throughout 1993 to become a fully functional Peace Corps program.

Hungary

The first Peace Corps post formally opened in the former Communist Bloc was in Hungary with the arrival of a Peace Corps staff in January 1990. Hungary was the 100th nation in the history of Peace Corps to receive Volunteers, the initial group of 60 PCVs arriving in Budapest in June, 1990. Hungary now boasts nearly 120 Volunteers in the field, with 105 serving in the TEFL

project at both the secondary and university levels. TEFL Volunteers are responsible for a variety of tasks outside of their teaching assignments, including enhancement of staff English language skills and the development of environmental and business English curricula for their classrooms.

A newly established environmental project has placed 15 Volunteers in municipal governments, non-government agencies (NGOs), and with regional conservation authorities. Peace Corps has been widely recognized for its contribution in creating the Regional Environmental Center in Budapest. The Center will be a tremendous resource to environmental efforts throughout Central and Eastern Europe. The first Business Volunteers will arrive in Hungary in September 1993.

Romania

Peace Corps staff arrived in Romania on December 2, 1990 to establish its program after the demise of the Ceausescu regime. Volunteers entered Romania in February 1991 and began their work in orphanages in May 1991. In the summer of 1992, 21 TEFL educators arrived in Romania and are now teaching at schools throughout the country. Peace Corps Romania consists of 23 Volunteers. Plans are underway to expand its program to include projects in Urban Youth Development and Agribusiness. The Urban Youth project will aim to build the infrastructure of non-governmental organizations that serve at-risk youth. Agribusiness Volunteers will concentrate on providing business skills training to micro entrepreneurs.

Bulgaria

The first group of Volunteers arrived in Sofia in June 1991. The first 25 TEFL teachers were joined the following year by Business Volunteers. There are currently 49 Volunteers in Bulgaria working on these two projects. A third project, Environmental Education, is planned for 1993. Peace Corps has focused its efforts on these projects with the goal of assisting Bulgaria in its transformation to a market economy. The Small Business Development project is de-



Photo by Brian G. Liu

Acting Director Zartman speaks at the Lincoln Memorial at the send-off of the first group of Volunteers to Russia. Part of the PCV group stands behind her.

signed to assist Bulgarian institutions and private entrepreneurs in adapting to the newly restructured economy. Volunteers work with commercial banks, private businesses and state and municipal enterprises, serving as business resource specialists. One primary goal of the project is the development of eight business centers for the collection and dissemination of information to individuals interested in starting a business, finding a foreign partner or making a marketing plan.

Albania

The government of Albania's request for Peace Corps Volunteers in July 1991 came at a time when the country was just beginning its attempt to overcome the effects of 52 years of isolation from the outside world. The members of the initial programming team described the country as "desperate." Peace Corps staff members flew to Tirana in November 1991. June 13, 1992 marked the arrival of the first group of 20 Trainees, assigned TEFL teaching duties. These PCVs work in universities and middle schools helping their Albanian co-workers refine their English teaching strategies, improve the language skills of the staff and develop the

school's English language teaching curriculum. Teachers at the middle school level have a secondary assignment in Youth Development aimed at helping Albanian youth adapt to the large-scale social changes in their society. A Small Business project is scheduled to begin in April 1993. Volunteers will assist in developing the capacity of organizations which provide assistance to small businesses and will also provide basic business training and advice to entrepreneurs.

FORMER SOVIET UNION

Latvia

Peace Corps was formally invited to Latvia in the Fall of 1991. The Country Agreement was signed by Vice President Quayle and the President of Latvia in February 1992. Peace Corps staff began arriving in February 1992 and the first 13 Volunteers, secondary TEFL teachers, arrived in June 1992. Seven Small Business Advisors immediately joined these Volunteers in July. All three country programs in the Baltics are administered out of a central office in Riga, Latvia. The long-term strategy is to place independent Peace Corps offices in each Baltic Republic, but the timetable has not yet been established.

Lithuania

Peace Corps' entry into Lithuania coincided with our efforts to establish programs in the two neighboring Baltic Republics in the Fall of 1991. Vice President Dan Quayle represented the United States at the February 1992 Country Agreement signing ceremonies in Vilnius. The first Volunteers, TEFL teachers, arrived in June and were immediately followed by a contingent of Business Volunteers in July. Of the current crop of 20 PCVs, 15 are assigned to TEFL projects and five are assigned to Small Enterprise Development (SED) projects.

Estonia

A Country Agreement with Estonia was signed by Vice President Quayle and the Premier of Estonia on February 6, 1992. The Peace Corps staff began arriving immediately thereafter and the first group of 12 TEFL Volunteers began Pre-Service Training in June 1992. Nine Business Volunteers quickly followed in July. Peace Corps intends to continue to focus on the areas of TEFL Education and Small Enterprise Development. However, Environmental Education and Awareness will be integrated into the TEFL and SED projects.

Ukraine

In May of 1992, President Bush and Ukrainian President Leonid Kravchuk represented their respective countries at a Country Agreement signing in a dramatic event at the East Room of the White House. No previous U.S. President had ever signed a Peace Corps Country Agreement. Permanent Peace Corps staff arrived in Kiev in May 1992. The first training group followed on November 15, 1992 and is presently in training near Kiev. This group is comprised exclusively of 50 Small Business Volunteers who will swear in as Volunteers on February 2, 1993. After the training, all PCVs will serve as advisors in areas of planning, economics, financial analysis, marketing and record keeping. They will help transfer skills in business assessments, assist in compiling sources of raw materials and markets, iden-

tifying potential business opportunities and assisting in the development of sustainable business management training programs. Thirty TEFL teachers are slated for arrival in the summer of 1993 and there are also plans to include Volunteers specializing in Environmental Education and Agriculture. An environmental assessment was conducted before the arrival of the first PCVs. No Volunteers will be assigned to areas affected by the Chernobyl accident.

Russia

Because of the enormous size of Russia, Peace Corps decided not to attempt to immediately cover the entire country with widely dispersed Volunteers. Instead, we opted for a concentration of Volunteers in two locales: the Volga River area, with a headquarters office in Saratov; and the Far East, with its main office in Vladivostok. Each of these offices is independent of the other. A central office has been established in Moscow to coordinate logistics and act as liaison to the government.

Staff began arriving at both posts in Saratov and Vladivostok in June 1992. After a ceremonial send-off at the Lincoln Memorial on November 20, 1992, the first 100 Peace Corps Volunteers flew to Moscow. A press conference at the Ministry of Foreign Affairs immediately followed the group's arrival in Moscow. This was followed by a grand reception at the Hall of the Artists across from Gorky Park. The Volunteers, comprised of seasoned business professionals, then split up and moved on to their respective training sites near Vladivostok and Saratov. At the completion of training in February 1993, Volunteers will assist in developing support systems and expertise for small businesses and entrepreneurs. The central mechanism for this effort will involve the creation of Business Centers in the main cities of both regions.

The 50 Business Volunteers in the Volga River program will

work with their Russian counterparts to establish small business development networks in five provinces, and will include assignments in Nizhny Novgorod, Samara Togliatti, Saratov, Volgograd and Rostov-on-Don. The activities of the 50 Volunteers in the Far East program will be focused on four centers located in Vladivostok, Nakhodka, Khabarovsk and Yuzhno-Sakhalinsk. Approximately 10 to 15 Volunteers will work in each province. Some Volunteers will be assigned to work in the province capitals; most Volunteers will be dispersed throughout the smaller cities. Volunteers will work out of, or through small business centers sponsored by the province and municipal centers.

Armenia

The first temporary staff arrived in Armenia in August 1992. Thirty-nine Volunteers arrived in Armenia on December 10, 1992 and are currently participating in Pre-Service Training. Enormous enthusiasm for the Peace Corps Volunteers is clearly evident. The number of TV appearances they have already made is phenomenal, as is the way Volunteers have been warmly embraced by everyone from government officials, their training families and the average person in the street. In the interest of helping Armenia continue its efforts in market reform and economic stabilization, Peace Corps will provide support in the area of Small Enterprise Development and TEFL. Twenty TEFL

Volunteers will teach at the secondary level, while another five will serve as university teachers. Other possible sectors of support could include the Environment and Health.

Uzbekistan

Permanent staff arrived in Tashkent in August 1992. The Volunteers arrived in-country on December 21, 1992 and are now involved in Pre-Service Training. The 54 Trainees will be sworn-in as Volunteers in mid-February 1993. They will provide support to Uzbekistan in the areas of Small Enterprise Development and TEFL. Twenty-seven PCVs will work as TEFL teachers in secondary schools. Five will teach at the university level. The Small Business Development project has 22 Volunteers who will work with the entrepreneurs association. Other possible sectors of support could include the Environment and Health. The Volunteers will be only serving in central and eastern Uzbekistan at the outset of the program.

CONCLUSION

The quality and complexity of these programs and the skilled determination of our Volunteers is a reflection that the can-do spirit of Peace Corps is vitally alive. Peace Corps was poised to act when the physical, ideological and political walls separating Europe came crashing down in 1989 and 1990. While much of the diplomatic and development community were still catching their breath, Peace Corps seized the opportunity to "wage Peace." The entire agency contributed to the initiatives in Central Europe and the former Soviet Union. The prize is both historic and substantial — Volunteers are now in the very heart of Russia.

*Jerry W. Leach,
Regional Director
and
Mark Hower,
Russia & Belarus Desk
Officer*



*A city scene in post-Communist Lithuania, December 1992.
Photo by Hermine Dreyfuss.*

INTERNATIONAL OPERATIONS

Peace Corps and the Post-Communist World

When asked by Congress in early 1961 where the Peace Corps should serve, Sargent Shriver replied without hesitation that one of the missions was to build bridges to the Communist world. Unfortunately, his words were uttered only a few days before the Berlin Wall went up, sending the Cold War into a deep freeze.

This dream lay dormant, even forgotten, for 28 years, unrealized because it was unrealizable in an era of nuclear confrontation, spying and mistrust. Perestroika and glasnost, coupled with bold leadership in Washington, finally broke the barrier and made fulfillment of the dream possible.

President Bush announced on July 12, 1989 in a speech at Karl Marx University (now the University of Economics) in Budapest that the Peace Corps would establish a new program in Hungary. Two months later, immediately after the Solidarity victory at the ballot box, the agency agreed to help in the transformation to come in Poland.

From these watershed events, a new chapter in Peace Corps history has unfolded. Characterized throughout by a sense of adventure, of service, and above all of history in the making, it has been driven by repeated pleas for help NOW, lest discouragement and backsliding during the wrenching reform process cause this grand geopolitical opportunity—and gamble—to be lost. This is the moment to end the Cold War. Let us seize it!

From a standing start, the Peace Corps has now fielded programs in Estonia, Latvia, Lithuania, Poland, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Albania, Ukraine, Russia, Armenia, Mongolia and Uzbekistan. Additional programs are just about to be launched in Kazakhstan, Kyrgyzstan, Moldova, Belarus and Turkmenistan.

Currently 954 volunteers are serving in 15 (soon 20) formerly Communist coun-

tries, approximately 15% of the total force of volunteers. They are there to help in the transition from totalitarianism to free market democracy. They serve in English teaching, small business development, and environmental protection work.

Why these fields? English teaching and learning was a suspect activity in the Communist world. Russian was the first or second language of almost everyone. The adoption of new policies and the overwhelming desire to join the global community has, however, brought an inevitable explosion of interest in English.

was a natural, the Peace Corps' bread and butter program given exciting new significance by the demise of the Cold War.

Small business was something of an innovation, a new twist on the agency's previous efforts in small-scale income generation. Private sector and entrepreneurial skills were obviously antithetical to Communist ideology, neither taught nor encouraged. Key market concepts of supply, demand, cost and price were missing, as were the established systems of borrowing, accounting, ownership and incentives. The challenge was to match the cornucopia of bust-



The first group of Russia Volunteers arrive in Saratov in November 1992.

Volunteers address, therefore, one of the primary needs that people feel in this reorientation, the desire to communicate with, be a part of, and gain benefit from the wider world. Volunteers also stand as valuable symbols of real change actually happening, of American friendship and support, and of how a society works that harnesses individual initiative as its engine of progress. It

ness talent in the United States with the newly found needs of formerly state-run economies.

Interest poured forth when the challenge went public three days after the dissolution of the Soviet Union. More than 100,000 people inquired about joining over the months to follow. As of now, over 300 are serving in seven countries that were formerly

Soviet republics. Most are in small business where they are helping local authorities in privatizing state functions, starting new companies, conducting business education workshops, opening advising and training centers and running new farmers' co-ops.

Environmental protection was substantially ignored by former regimes. Pressure for heavy industrialization and defense preparedness caused environmental policy to be viewed as a luxury, even a danger, to the prestige and productivity of the state. The subject was not taught and environmentalism had only an unofficial and suspect existence. Our Volunteers have stepped in to help create environmental awareness programs, develop national parks, build citizen-based environmental organizations, and advise on local government environmental problems.

In all three program areas, the Peace Corps is addressing major deficiencies in national manpower and skill levels created by the policies of former Communist governments. The people of the host countries are, however, very well educated. Comprehensive educational opportunity is one of the areas where Communism can be proud of its achievements, even if the content militated against civic initiative.

Our Volunteers who serve in the post-Communist world average about 35 years of age. Some 15% are over 50. They have about five years of work experience and over 25% have advanced degrees.

They make on average about \$150 a month, paid in local currency. They have no less commitment or obligation than Volunteers have always had to learning the language where they serve. Indeed, the agency is putting extra effort into its language programs in the region because the languages are so difficult. Housing is provided by host authorities and is generally spartan. The rigors of gray, cold winters are a new Peace Corps challenge, tougher than people expected, but Volunteers are measuring up. The satisfaction rate is high, at least if requests for Volunteer extensions are any indication.

What has been the impact of all this effort in the post-Communist world so far? It is still too

early to be sure. After all, the first Volunteers arrived only 30 months ago. Certainly, however, the early signs are promising.

Volunteers and staff have made a major contribution to the opening of the 48 new teacher training colleges in Poland. Jean



RD Jerry Leach presents the Peace Corps Partners for Peace Award to Lech Welesa on December 8, 1992.

Zukowski-Faust won the prestigious National Medal of Education for helping to design the curriculum for the colleges, organizing the donation of one million books to Polish institutions, and launching the Peace Corps English program throughout the country. Volunteers in Czechoslovakia, which was split into two separate programs for the Czech Republic and Slovakia on January 1, are helping in the fast-track retraining of Russian teachers in the teacher training institutes around the two countries.

Wendy Rogers received the Pro Cultura Hungarica award from the Hungarian Minister of Education for her contribution to education and community service. Rachel Guglielmo has been invited to head the language department of the first gypsy high school in Hungary. Helen Suchara taught English to the villages in Albania where no foreigner has set foot in 50 years. Among them is Tim Belay, now in Elbasan, who is helping to establish the first private radio station in Albanian history.

Small business advising centers are up and running in Bulgaria in partnership with the local governments of Varna, Plovdiv, Stara Zagora, Vidin, Pleven, Gabrovo, and

Kystendil. One such center has just opened in Krakow run by a consortium of the Peace Corps and five Polish organizations, including the Jagellonian University. Nine more centers are on the drawing boards for the Russia program in Nizhny Novgorod (formerly Gorki), Sumara, Togliatti, Saratov, Volgograd, and Rostov along the Volga and Don Rivers and for the cities of Khabarovsk, Vladivostok, and Nakhodka in the Far East.

Bill Grant of Atlanta organized two highly successful national workshops on setting up and operating banks in Poland. Whitney Walsh and Dennis Vanderlip have their own weekly business education call-in radio show in the Varna region of Bulgaria. Larry Koskinen played a crucial role in starting the Regional Environmental Center in Budapest. Volunteers have sponsored an ecotourism workshop in Poland. The 39 new Volunteers in Armenia have been received as heroes for coming in the teeth of winter and braving the embargo by surrounding countries.

The host country welcome for all this has been nothing short of breath-taking. Volunteers are hotly sought after as authorities on all things Western and as experts in democratic processes. They are swamped with extracurricular requests for English and subjects of wonder, and confusion, at this new phenomenon call "volunteerism." They are subjects of affection simply because it is no longer dangerous to have a foreigner in one's home. They are graphic statements that Americans care enough to spend their time and energy building new relationships with these countries, which is important in maintaining hope in the future.

Bridges are now being built where so recently there were mutually hostile camps that impoverished both spirit and GNP. Consonant with the inspiration of its name and in fulfillment of its original mandate, the Peace Corps is making a vital contribution to knitting the human family back together again and sealing the fate of the Cold War finally and forever.

Jerry W. Leach,
Regional Director
Eurasia and the Middle-East

SPECIAL FROM HEADQUARTERS

The PATS Initiative

In 1987 representatives of the three Regions, Office of Training and Program Support, and Volunteer Recruitment and Selection began working together on what came to be known as the Programming and Training Integration Initiative (PTI). The rationale behind this undertaking was concern over the fact that many Volunteer assignments were not adequately defined and as a consequence, the training provided was often inconsistent with actual job requirements.

The PTI group identified two major reasons for the problem: 1) a lack of clarity on how the various parts of the programming process were to be linked together and, 2) the absence of agency-directed programming and training standards.

The first step in a process that led to publication of the *Peace Corps Programming and Training System Manual (PATS)* in 1989 involved soliciting input from the field. This was accomplished over a six month period through a world-wide programming and training survey, and the creation of programming and training focus groups in nine countries from each of the three Regions.

Armed with substantive input from the field, the PTI group recommended that the most useful sections of two existing manuals (*The Integrated Programming System Manual* and *The Integrated Training System Manual*) be consolidated into a single manual. The group also proposed the development of an additional section on monitoring and evaluation, a change of emphasis from new project development to the re-design of existing projects, and the addition of new material on the work of VRS and Placement, particularly as it relates to the availability of Volunteers from scarce-skill assignment areas.

Work on the PATS manual took place over a twenty-month period beginning in

1988. Field staff from 21 Peace Corps countries were directly involved in developing the content and format of the manual. In addition to integrating the various components of the programming process, the new manual was organized in a way that allowed for reference at any point in the programming cycle.

The PATS Manual requires that every Peace Corps project be based on a set of project documents that provide an analysis of the problem being addressed, a statement of project purpose, project goals, objectives and milestones, a monitoring and evaluation plan, and an official request for Volunteers from the sponsoring host-country agency.

The final draft of the manual was reviewed by a group of nine APCDs and PTOs from the three Regions. Final field testing was undertaken in Costa Rica by PTOs and APCDs from the Inter-America Region. In January 1990 PATS was announced as agency policy by Peace Corps Director Paul Coverdell. Since that time the Peace Corps has taken a variety of steps to ensure rapid institutionalization of PATS. These steps have included:

- Required PATS training for all overseas and domestic staff involved in programming and training. Every opportunity for incorporating PATS training into regional and sub-regional conferences and workshops has been pursued.

- Development and documentation of all existing projects in accordance with PATS guidelines. The total number of projects that have been re-developed in accordance with PATS guidelines presently stands at 177. Work on the remaining 193 projects will be complete by the end of FY '93.

- Publication of the PATS Manual in Spanish (FY '91) and French (FY '93).

- Modification of the performance standards for international and domestic staff to include implementation of PATS procedures as an indicator of effectiveness in annual performance evaluations.

- Development of training modules designed to introduce PATS concepts to Peace Corps Trainees and Volunteers. A pre-service training module is currently being field tested.

- Development of a PATS Project Plan Database that provides the agency with comprehensive information on Volunteer assignments.

- Development of a PATS Project Milestones Database. Annual milestone data allow country and regional staff to monitor and evaluate how Volunteers and their counterparts are meeting project objectives.

- Development and pilot-testing of a Peace Corps Volunteer survey that solicits feedback concerning their training, program support, job satisfaction and overall Peace Corps experience. This survey was tested in FY '92 in Namibia, Lesotho, Honduras, the Dominican Republic, Jamaica, Bolivia, Poland, Fiji, and Nepal.

Results of the 704 returned surveys (roughly a 66% response rate) have been compiled and analyzed and Country Directors have been given the data specific to their countries. Directors have also been sent guidance on how to interpret the survey results as well as suggestions concerning actions that might be taken to address problems identified. The agency is currently in the process of finalizing the survey design to maximize its usefulness in helping to identify problems and improve Peace Corps operations. Current plans call for the survey to be implemented on a worldwide basis in FY '93.

- Annual revision and up-dating of the PATS Manual. Input from the field is a key part of this review process.

Since publication of the PATS Manual, the PATS approach to developing Volunteer assignments has been mandated by two agency directors, and adopted by the Peace Corps worldwide. PATS is viewed throughout the agency as having significantly enhanced the quality of programming and training, as well as providing a focus for project, post and agency management systems.

From the system's inception, however, the PATS Work Group, a committee com-

posed of representatives from the Regions, OTAPS and other headquarters offices, has considered that PATS must continue to evolve using the lessons of implementation. This means that the original manual will be clarified, updated and supplemented as required, with new information and procedures disseminated and taught to staff and Volunteers.

Accordingly, in FY '93 the PATS Manual will be up-dated and revised as needed. The agency has also earmarked funds for the development of PATS Manual supplements, including supplements for training, monitoring and evaluation, the programming sectors, Women in Development, and Youth.

Funding has also been made available to cover the costs associated with field testing these new materials.

After more than 31 years of service, the Peace Corps is taking steps to enhance its reputation as a development assistance agency. The Programming and Training System represents an important step in this direction, positioning the Peace Corps for increased effectiveness and credibility in the nineties.

Jim Ekstrom,
Director
*Office of Training and
Program Support*

Persian Gulf/Desert Storm Conflict

The Persian Gulf conflict caused temporary suspension of five Peace Corps programs

One event that has a tremendous impact on the Peace Corps during the last four years was the Persian Gulf War. It is also probably a much misunderstood chapter in Peace Corps' history. Some Volunteers believed programs were suspended at the volition of the Peace Corps Director; they wondered why the agency decided to take them from villages where they felt safe and where the war had little or no impact. What they could not see from their sites was the machinery of the foreign policy system at work.

When a United States Ambassador declares an emergency and orders all non-essential American personnel out of country, the Peace Corps has no choice but to sus-

pend our programs. Despite our separation from foreign policy matters, we must accede to an Ambassador's declaration that it is not safe and that we must close operations.

From a Volunteer's perspective, when an American Embassy is on "essential" staff status, it cannot help us with the more routine of Peace Corps emergencies: accidents, family emergencies, cable traffic, and the like. Our in-country Peace Corps staff would not be able to evacuate Volunteers with medical emergencies, could not easily keep families back home informed about how their loved ones were doing at a time of hostility. In short, once an overseas post is on "ordered departure," the Peace Corps must suspend operations.

This is terribly disrupting for Volunteers, for their counterparts - and for Peace Corps staff as well. Often, we are sure the Volunteers themselves are safe in their villages,

where important work waits. Once evacuated, the PCVs may have an extremely difficult time during transitions, unsure of whether to re-enlist, to await return to country - all of the insecurities that come with a sudden change of such magnitude.

Programmatically for the Peace Corps, we are also aware that it can be a very long time before evacuated programs are back up to the levels of their prior activity. In fact, the impact of the several evacuations during this Administration, most notably in the Persian Gulf plus civil disturbance and the threat to Volunteers in the Philippines, Zaire, and elsewhere, calculates roughly to the level of 1200 Trainee years alone. Had we not had so many new country entries in the works, our worldwide Peace Corps force would have dropped to the lowest Peace Corps Volunteer force in recent history.

SPECIAL FROM HEADQUARTERS

Fellows/USA Program Report

Volunteers Bringing the World Back Home

In 1986, Charles McBride and Andrew Lohman were literally worlds apart; they were Peace Corps Volunteers stationed in Africa and the South Pacific, respectively. Both heard about the unique opportunity in New York City to earn a master's degree and a teaching credential through a specially designed program for Returned Peace Corps Volunteers. Charlie and Andrew applied and were accepted into the two-year Peace Corps Fellows/USA Program in 1987.

Each year more than three-thousand Volunteers return from service overseas. They have spent two years working with the people of other nations, learning their language and their customs, mastering teaching skills that can lead to better lives, and personally gaining experiences that can enrich America.

In response to critical shortages of science and math teachers, Peace Corps and Teachers College, Columbia University (TC/CU), pioneered a program in 1985 that brought returned Volunteers to New York's most challenging classrooms as full-time teachers, concurrently enrolling them part-time in TC/CU's evening program leading to a master's degree in education. Private funding assisted the returned Volunteers with fellowships, and in turn, they made a two-year teaching commitment. This program was designed to utilize the experiences and skills of the returned Volunteers for the benefit of inner-city children—bringing the world back home.

In September 1985, the first ten math-

ematics and science teachers recruited by the program began to teach in Harlem, the South Bronx, and the Bedford-Stuyvesant section of Brooklyn. Nine additional RPCVs joined the others in January 1986. Assignments for the RPCVs ranged from teaching fundamental mathematics and general science to Advanced Placement Calculus, Chemistry and computer literacy. The only Bacteriology and Neuroendocrinology

rigorous New York State Regents Chemistry Examination and had the highest passing rate for any class at that school in the past 15 years. One of his students later wrote an essay about Charlie entitled, "The Most Influential Person In My Life." A New York philanthropist read it and donated science equipment and computer software to the school.

Andrew Lohman began teaching Physics at a public high school in Harlem. He was one of nine Peace Corps Fellows at that school teaching mathematics or science. In his rookie year, President Ronald Reagan cited the school for excellence in education. In his second year of teaching, Andrew assisted a student who was chosen as a finalist in the prestigious Westinghouse competition.

Aside from a shortfall of mathematics and science teachers, the New York City schools were lacking teachers in other subjects. There were also many returning Volunteers with talents in other fields besides science and math. In

1987, the Teachers College Program then expanded to recruit teachers for other disciplines: Bilingual Education, Special Education, and English as a Second Language (T.E.S.O.L.). That successful model has since been adapted to attract teachers and other professionals to communities throughout the United States.

A major effort to replicate the program began in September 1989, when now Acting Director Barbara Zartman was briefed on the success of the Teachers College program. After that meeting, realizing the benefits of the program not only for the returning Volunteers but also for traditionally underserved Americans, then Peace Corps Director Paul



The Fellows/USA program staff, Peace Corps, Washington D.C.

classes offered in a New York City public school were taught by a Peace Corps Fellow.

Charles McBride was assigned to teach Chemistry at a public high school in the South Bronx. The school had the highest drop-out rate in the city and was on probation by a State accreditation body for failing to meet academic standards. Charlie went into that job determined not just to teach, but to teach well and make an impact on the lives of his students. His students were very curious about life in Africa and occasionally asked him to tell stories about his experiences. He often stayed after school to tutor students and make calls to their homes. At the end of his rookie year, Charlie's students took the

Coverdell and Zartman embarked on a mission to expand the Fellows/USA Program into other communities and other professions. They wanted to create opportunities in the United States by which the returned Volunteers could utilize the skills and experiences gained in service overseas, thereby fulfilling the third goal of Peace Corps. Headquarters staff Sarah Ford, Jennifer Kempf and Usha Vastia staffed the first efforts. Dale Gilles and Robin Dean helped structure the operations of startup programs.

Within 18 months of the 1989 briefing, more than 20 memoranda of cooperation were signed to establish programs not only in teaching but also in public health, nursing and economic development. Fellows/USA Program Coordinator Henry Fernandez was recruited from the TC/CU program to oversee the maturing Fellows/USA efforts and to support fundraising efforts. Peace Corps is now cooperating with the U.S. Department of Housing and Urban Development to expand the program in the fields of social work and urban planning/development. As many as a dozen new programs

may be inaugurated in 1993. The program in the future will provide employment and graduate school opportunities for PCVs to continue their good work here in America.

Since the beginning, the Peace Corps Fellows Program and the work of the RPCVs have attracted national attention. Shortly after the first ex-Volunteers began to teach, President Ronald Reagan wrote to Xerox Chairman David T. Kearns commending "the Xerox Corporation's support for this innovative program." In the Congressional Record, the Hon. Charles Rangel expressed praise for the sponsors and a desire to see an expansive future for the program. *The New York Times*, *The Washington Post*, *Newsweek Magazine*, *The Christian Science Monitor*, a myriad of local and specialized publications, and CNN, NBC, CBS, National Public Radio and other television and radio broadcasters have featured the program or its participants.

Individual Peace Corps Fellows also have received professional recognition. Randy McGinnis, Susan Andreadis, Ernie Merritt, and Steven Lenzo all received "Rookie

Teacher of the Year" honors from the Bronx Superintendent of High Schools, and Molly Mullaly and Kelly Lehto were lauded in Baltimore. More than 200 returned Volunteers have "brought the world back home" to more than 40,000 public school students since the inception of the program.

After a full day of teaching, Charles McBride and Andrew Lohman joined two dozen other RPCVs at the Columbia campus who accepted the challenges of employment in a "tough setting" while attending graduate school at the same time. Over pizza and beer, Charlie, Andrew and the other Fellows would discuss Peace Corps' motto, "the toughest job you'll ever love." Some days, the Peace Corps experience seemed the hardest; other days teaching in New York was toughest. Regardless, all the Fellows agreed that Peace Corps and the Fellows Program were both challenging and gratifying.

*Henry L. Fernandez,
Director
Fellows/USA Program*

DeWitt Wallace-Reader's Digest Fund supports the work of RPCVs

The Peace Corps Fellows/USA Program was created shortly after the release of "A Nation at Risk," the most influential report on education of the 1980s. Educational researcher Paul Hurd stated in the report, "We are raising a new generation of Americans that is scientifically and technologically illiterate." The recommendations in "A Nation at Risk" included a raising of academic standards in America's schools and hiring teachers who met "high educational standards, and [who demonstrated] an aptitude for teaching, and . . . competence in an academic discipline."

Challenged by the call to increase our nation's global competitiveness through education, the Xerox Corporation funded an innovative proposal from Teachers College, Columbia University (TC/CU), that aimed to recruit returned Peace Corps Vol-

unteers to teach mathematics and science in New York's inner-city schools for two years. On January 30, 1985, Teachers College President P. Michael Timpane, Peace Corps Director Loree Miller Ruppe, and Xerox Foundation Manager of Higher Education Glegg L. Watson signed a letter of agreement formally inaugurating the program.

Now, more than two-dozen corporate and foundation sponsors support the 20 operating Peace Corps Fellows/USA Programs in teaching, health professions and economic development. One of the sponsors, the DeWitt Wallace-Reader's Digest Fund announced, in January 1993, one of the largest private-sector gifts ever to an education program—a \$6.7 million grant to support 15 of the teaching programs. This four-and-a-half year grant will provide over 800 RPCVs the opportunity to earn a master's

degree in education and a teaching certificate while they share their talents and experiences with an estimated 130,000 school students. The Fund invests nationwide in programs which help American youth fulfill their educational and career aspirations.

Such partnerships allow former Volunteers to pursue a variety of careers in the United States. And, equally important, these partnerships encourage the universities to experiment with methods to prepare and supervise this cadre of new professionals to work in "tougher assignments." The lessons learned from this program are being applied in different programs to prepare not just the Fellows, but other students who are enrolled in our participating universities.

*Chris Davis,
Public Affairs Specialist*

SPECIAL FROM HEADQUARTERS

World Wise Schools

Infancy To Maturity

In the Beginning- September 1989, in pursuit of Third Goal activities, the Peace Corps, headed by then Director Paul D. Coverdell, launched World Wise Schools to advance at home the kind of international understanding our Volunteers have spread overseas for 30 years.

Since then, in the equivalent of only 11 business quarters, it has achieved a respectable share of its potential market with prospects good for the continued ascendance of its growth curve.

The beginning of World Wise Schools coincided with the growing national awareness that many of our young people are woefully ignorant of geography, a fact noted by the importance given the study of geography in the education goals set by the National Governors' Association and by the U.S. Department of Education.

World Wise Schools is a multifaceted and professionally evaluated program of global education provided by the Peace Corps to elementary and secondary students throughout the United States. It has three objectives:

- To promote the study of geography;
- To stimulate interest in the world's many cultures; and
- To demonstrate to young people the value of volunteer service.

The program operates within the framework of Peace Corps' Third Goal, one of the three objectives for the agency mandated by Congress when the Peace Corps was established in 1961, asking the Volunteers to share their unique international experience with the American people.

Traditionally, in a programmatic sense, this has received lower priority than the

others, but each of the Peace Corps' three goals appears as being equally important in its enabling legislation, said a 1990 report of the US General Accounting Office.

The World Wise School budget constitutes less than two-tenths of one percent of the overall Peace Corps budget, while providing unique educational opportunities for



World Wise Schools headquarters staff, Peace Corps, Washington D.C.

less than half the price of a movie ticket for each participating student annually.

Doubled Participation- Since the program's creation, participation has doubled every year, bringing cumulative enrollment in World Wise Schools to nearly 7,500 classrooms with 200,000 students in all fifty states, the District of Columbia and overseas

territories. Enrollment for the 1992 - 1993 school year stands at about 3,000 classes with 100,000 students.

With the growing participation came an increasing demand for professional excellence in all products produced by the staff of World Wise Schools. The staff has risen to meet each challenge. For example, the program's ability to produce broadcast-quality videotapes was recently validated when The Learning Channel contracted with the Peace Corps to air our *Destination* series of videotapes nationally.

Unique Field Trips- By meeting its goals, World Wise Schools brings the Peace Corps experience into classrooms throughout the United States. The program is carried out as follows:

- Peace Corps Volunteers are matched to classes in grades three through twelve by the Office of World Wise Schools. Each Volunteer usually works with only one classroom, although some ask to work with several classes simultaneously. Volunteers must request to become World Wise Schools participants. There are no involuntary assignments of Volunteers to the program.

- Through correspondence, and through the exchange of artifacts, pictures and recordings, the students begin to see another culture through the eyes of their Peace Corps Volunteer. These relationships between Volunteers and classes are unstructured, taking forms that are comfortable for Volunteers and that individual teachers believe meet the needs of their students.

- The staff of World Wise Schools in Washington prepares and distributes resource packets to participating educators, usually three times annually. The packets

typically consist of videotapes and handbooks depicting life in countries where Peace Corps Volunteers serve.

- The staff also produces newsletters and special publications for teachers as a means of providing program information and sharing details of creative exchanges.

- Returned Volunteers act as classroom speakers and as consultants who provide background information to participating teachers.

- Cooperative agreements, creating what are known as "World Wise Schools States," are established with governors and top education leaders. They certify the program and assist in bringing it into additional classrooms in the states, leveraging our assets to bring the World Wise Schools program to wider audiences at no additional costs. In South Carolina, for example, an early World Wise Schools state, our videotapes are broadcast statewide on educational television.

- Partnerships are pursued with organizations in the private sector as a means of further expanding the program. A long-standing partnership with National Geographic Society has led to co-sponsorship of Geography Awareness Week for three years. Nearly 1,000 returned Volunteers visited classrooms across the country this year for Geography Awareness Week.

Outlook For the Future

Moving to Meet the Challenge- Over the coming year, we need to address key services provided by World Wise Schools to our participating educators. The most critical are:

- To maintain the professional quality of World Wise Schools videotapes.

- To increase participation in World Wise Schools among our Returned Peace Corps Volunteers.

Here is both a record of the past and a blueprint for the future:

Staking Out Our Place- World Wise Schools has matured in the past three years.

We have much more to do, and we are eager to do it. We remain a developing program with much potential for growth. This is not growth for the sake of it, but growth to meet a demonstrated demand for a quality Third Goal educational program. The program has had the good fortune to take shape at a

Wise Schools is as widespread as it is enthusiastic. It has come from Capitol Hill, national educational associations, state legislatures and teachers in many communities.

The Senate version of the Foreign Assistance Reauthorization Act for FY '92 and '93 clearly argues for the continued growth

"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."

*Elaine Chao,
Former Director*

time of heightened interest in educational excellence in several key areas.

One of these areas is the study of geography, a core subject in the U.S. Department of Education's *America 2000* initiative and one the Peace Corps, through World Wise Schools, is uniquely suited to address. There is little question, in this increasingly interdependent world, that America's young people need to be made aware of and more sensitive to people in other cultures.

By continuing to expand World Wise Schools, the Peace Corps can stake out an important position in helping our nation's young people meet the challenges of the 21st century. Playing such a high-profile role also helps keep the agency's name in the public arena, not a bad place to be when today's World Wise students start making life choices that may include Peace Corps service.

The Growth Curve- The chorus of support for the continued growth of World

of World Wise Schools. It encourages the Peace Corps "to continue to develop, foster, assist and implement" the program.

That language is expansive, and provides the philosophical underpinning to proceed with plans to meet growth goals expressed by Senator David Boren. He spoke about World Wise Schools in remarks entered into the *Congressional Record* on May 9, 1991. "The World Wise Schools program helps students see beyond the borders of the United States," he said. "It gives them a global perspective critical to America's role in the international community."

Challenges to Achievements- In three years, we have overcome tremendous obstacles to launch and sustain this Third Goal activity. Through it all, we have received continuous reinforcement that we are contributing in a unique way to the study of geography and to intercultural awareness among our nation's young people. We are bringing the Peace Corps experience home.

As we go forward, we are buoyed by certain institutional achievements. We are making daily progress in establishing World Wise Schools among Volunteers worldwide, within the agency, within the educational community, in schools and other organizations, from state governments to civic groups.

We attribute success in the area of Volunteer participation to a comprehensive education program. Starting with the recruiting office, it continues with in-service training and is reinforced with regular articles in various Peace Corps publications, notably the *Peace Corps Times*.

We can point with pride to recognition of World Wise Schools from another area that is vital to our long-term growth plans — the returned Volunteer community. Returned Volunteer groups are indicating their interest in increasing numbers.

During its initial 36 months, World Wise Schools established partnerships with 16 states and one city (Tulsa, Oklahoma). The staff of World Wise Schools works alongside the National Geographic Society to promote

Perhaps the most compelling endorsement of World Wise Schools is found among the teachers who know us best. A World Wise Schools teacher survey showed 98% of respondents would recommend the program to a colleague. These are the people who work with the program, the people who see its effects on eager young U.S. students, the professionals who know what works in a classroom.

In turn, the work of those teachers and of the World Wise Schools program would never succeed without the tireless cooperation of the Peace Corps Volunteers in the field. The Volunteers ultimately make the program possible.

**Shirley Puchalski,
Director
World Wise Schools**



geography awareness. Teach for America and Cities In Schools are among the educational associations that recognize the value of this program.

The Discovery Channel and The Learning Channel have efforts underway to broadcast the program's videotapes. The Girl Scouts of America have expressed interest in a formal alliance.

"John F. Kennedy once said, "There is not enough money in all of America to relieve the misery of the underdeveloped world in a giant and endless soup kitchen. But there is enough know-how and enough knowledgeable people to help those nations help themselves."

**Paul Coverdell,
Former Director**

SPECIAL FROM HEADQUARTERS

Volunteer Recruitment & Selection

Introduction

The past four years have presented unique challenges to the office and we have streamlined our efforts to satisfy present demand and prepare for the future. Toward that end, the office has intensified its effort to attract skilled applicants from all cultural and ethnic backgrounds, ensuring that the required number of Volunteers possess the character and professional skills requested by host countries and are assigned to jobs in overseas posts within specified time frames.

Trainee "Fill Rates" Reach Record Levels

In FY '92, VRS successfully filled 95% of all trainee positions requested by host countries, encompassing 91% of "scarce-skill" trainee requests, and 99% of "generalist" requests. These are the highest fill rates in the history of the Peace Corps. By comparison, in FY '89, the overall fill rate was 86%, with scarce skill requests at 74% and generalists at 96%. This unprecedented achievement is particularly impressive since it occurred at a time of rapid expansion. In the last three fiscal years, trainee requests increased 29%, from 3,267 to 4,053, including start-up programs in Central and Eastern Europe and the emerging nations of the Commonwealth of Independent States (CIS).

In addition to the sheer numbers, VRS has also met challenges of a more qualitative nature.

Diversity of Volunteers and Staff Improves

To show the true face of the United States to the developing world and make the benefits of Peace Corps service readily available to all Americans, VRS deepened its commitment to recruiting minority Volunteers and staff. The numbers tell the story. In FY '89,

6.8% of Peace Corps Volunteer trainees were members of ethnic or racial minorities. By FY '92, the figure had nearly doubled to 12.2%.

The Office of Minority Recruitment was established in October 1989 to coordinate recruitment activities of the 15 Area Offices and develop a national outreach plan for the minority community. Its success is due to a number of factors: improved management, higher resources, continuous assessment, more efficient minority applicant processing, new recruiting strategies, and the help of many friends.

Greater emphasis was placed on traditional recruitment campaigns at historically black colleges and universities, working with black churches, speaking to African-American, Native American, and Hispanic community groups, and participating in minority professional conferences. VRS also targeted new off-campus sources of potential minority Volunteers and improved methods for retaining minority applicants. Advertising was tailored to minority-owned newspapers, professional trade journals, popular magazines, and talk radio shows. Specialized audio-visuals were produced and loaned to civic organizations in the minority community. The use of role models was inaugurated, with a new effort to make greater use of returned Peace Corps Volunteers in minority recruitment activities.

In addition to these outreach efforts, new internal procedures were launched as well. In 1990, the Rapid Applicant Processing Initiative was put in place to enhance retention and placement of minority applicants. Recruitment offices were also assigned minority goals based on past production history and local demographics, with a system implemented to track and report progress.

VRS also took a close look at its own staff employment record. By FY '92, 47% of Area Office managers, 38% of recruiters, 36% of Placement Office personnel, and 46% of

Recruitment Marketing & Resources staff were members of ethnic or racial minorities. Since 1989, all VRS staff have participated in diversity training sessions, raising the profile of racial/ethnic issues in the workplace and sensitizing recruiters to Peace Corps applicants of all backgrounds. Headquarters and field staff are now provided with follow-up workshops and self-instructional training materials on diversity issues and skill development. An improved diversity training module is being developed and piloted for future implementation.

"CIS Chute" Expedites Volunteer Delivery

In response to the historic request for Peace Corps Volunteers to serve in the Commonwealth of Independent States (CIS) and the Baltic Nations, VRS developed an innovative system called the "CIS Chute" to process qualified applicants. While maintaining the integrity of the Volunteer Delivery System and the caliber of its invitees, the chute created a pool of highly qualified candidates, sped their processing, and provided up-to-date information on what to expect in the CIS.

VRS faced three major challenges in meeting the requirements of the CIS: 1) The level of skills needed for the small enterprise development program was significantly higher than most other Peace Corps projects; 2) Time was short, requiring reduction of recruitment lead time from the normal nine months to as short as two months; and 3) To meet the November and December 1992 startup dates required, the recruitment process needed to begin before CIS projects were fully developed.

As a first step, the VRS Office of Recruitment Marketing and Resources developed a detailed marketing plan to recruit business professionals, including advertising in major business journals and issuing press releases

to newspapers across the country. Second, a streamlined administrative system was developed to provide special handling for CIS applications. One recruiter from each Area Office was designated to process incoming applications for service in the CIS. These recruiters were specially trained to deal with changes in standard recruitment practices, and to make the Volunteer Delivery System as user-friendly as possible for these highly qualified business professionals. Procedures were tailored at the Evaluation, Placement and Medical Offices to deal with the CIS pool of applicants as efficiently as possible. In particular, CIS applications received a computer code allowing VRS to track their progress through the system, while the Medical Office "flagged" applicants to expedite medical clearance before invitation to service.

In order to ensure that current information on CIS programs was quickly transmitted to Area Offices and applicants, VRS Headquarters staff generated and distributed special reports to all recruitment offices regarding conditions in the former Soviet Union, as well as insightful analysis of the problems and potential of rapidly emerging political and economic events in the region. Despite the formative stage of Peace Corps program development, VRS was able to provide recruiters and applicants with maximum information to help ensure the best fit between the applicant and the anticipated job to be done in the CIS.

Prior to its formal termination in December 1992, the CIS Chute was an outstanding success in meeting the unusual demands of this formative period of growth. As promised by the November and December 1992 target dates, the first 250 trainees reported for service in the CIS, with that number expected to double by June 1993.

Lessons learned during this experiment have already been incorporated in overall recruitment efforts.

New Recruitment Markets Sought

America's colleges and universities continue to be VRS' main resource in the continuing effort to meet host-country requests

for Volunteers. Nevertheless, the increasing number and skill level of Volunteers asked for in the past three years has required an aggressive recruitment effort outside traditional campus markets. Without increased funding or personnel levels,

markets is to make Peace Corps service more flexible or accommodating to the scarce-skill professionals vitally needed in the 1990s. The Volunteer Partner Program (VPP) was originally launched in 1987 with this in mind. Under VPP, individuals with scarce

"The Peace Corps built its reputation the old fashioned way—step by step, village by village, family by family—bringing the world a bit closer one friendship at a time."

*President George Bush,
Rose Garden ceremony
For first Volunteers to
Central Europe
June 15, 1990*

VRS has developed a variety of innovations to perform this difficult task.

Scarce Skill Recruitment Teams

In 1991, VRS tracking of recruitment needs revealed a significant increase in demand for — and declining supply of — Volunteers with professional skills in education, forestry, agriculture, health/nutrition, and industrial arts. Working closely with OTAPS and the Regions, VRS formed teams to target marketing and research strategies at these "scarce-skill" vocations. The teams contacted professional organizations and conferences to solicit opportunities for Peace Corps recruitment presentations. Marketing plans were tailored to include articles and advertising through professional journals, regional newspapers, direct mail and other publicity. In sum, VRS methodically sought a relationship with the professional community in these much-needed skill areas, and will continue to build on this kind of networking as an invaluable source of qualified Volunteers in the future.

Volunteer Partner Program

Another approach to recruitment in new

and highly technical skills are allowed to serve less than the regular two-year term of service. Varying the length of volunteer services made possible the recruitment of individuals with the scarce and unique skills increasingly requested by host governments, but unable to make the full commitment. In FY '91, VRS succeeded in integrating VPP into the placement process, achieving particular success with professionals in the areas of health, engineering, teacher training, dentistry, and veterinary medicine. As VRS continues to respond to the ever-changing needs of Peace Corps host countries, VPP is improving the mechanisms to ensure that active, targeted recruitment takes place to identify individuals with the specific skills requested. These strategies have proven very effective, with fill rates in the Volunteer Partner Program increasing from 37% in 1990 to 73% in FY '92.

*Elaine Nordby,
Associate Director
Office of Volunteer Recruitment &
Selection*

SPECIAL FROM HEADQUARTERS

Private Sector Relations

Over the past 31 years the Peace Corps has grown in complexity and scope, and so have the needs for technical and financial support within Volunteer programs and projects. In recognition of this need, the Office of Private Sector Relations was created in 1982 to encourage public-private partnerships in support of Volunteer initiatives. Following the lead of President Bush's "Points of Light" initiative, the Partners For Peace program was established in late 1989, consisting of the 29-year-old Peace Corps Partnership Program, the 10-year-old Gifts-In-Kind Program, the Peace Corps Fellows/USA Program and the Peace Corps Partners in Teaching English project.

Since 1989, the Office of Private Sector Relations—through the Partners For Peace Program—has raised nearly \$20,000,000 in private sector support—a success unprecedented in Peace Corps' history. In 1992 alone, the American private sector joined in partnership with Peace Corps to achieve a level of support over \$4,378,000.

Over the past year, the Peace Corps Partnership Program, under Gretchen Gindlesperger, has empowered thousands of individuals and families overseas to successfully implement solutions to their immediate concerns. The important assistance of 158 United States Partners comprised of schools, churches, individuals, businesses, and service organizations, funded community-based projects spanning 31 countries. At an average request of \$2,830, seventy projects were launched in 1992 to set up basic infrastructures which have led to better education, improved health, care for the environment, effective agricultural management and increased opportunities for all.

In 1992 the Gifts-In-Kind Program, managed by Alexandra Willson, implemented a dynamic education effort and secured \$2,500,000 in materials requested by the field. Close to 200 donors provided materials to Volunteer projects in 65 different countries, supporting efforts in education, small business development, health,

national experiences with American public school students.

In January 1993, the Peace Corps Fellows/USA Program was awarded \$6,754,431 by the DeWitt Wallace-Reader's Digest Fund, following more than a year of grant work by Anna Callon. Recognizing the contributions of returned Volunteers to American education,

this grant will support over 800 Peace Corps Fellows at 15 universities over the next five years, teaching an estimated 130,000 public school students.

The Peace Corps Partners in Teaching English (PCPITE) project was initiated in 1991 with a grant of \$1,200,000 from the Liberty Bell Foundation. The grant supported 60 TEFL Volunteers to Poland, and, in 1992, provided Peace Corps/Poland with additional third-year Volunteers skilled in teaching English to Polish language teachers. The Peace Corps PITE project has also equipped reading rooms in Bulgaria, Poland,

Tunisia and Western Samoa.

The Office of Private Sector Relations, through the Partners For Peace program, has had the opportunity and honor to work with hundreds of Partners since 1989, assisting Volunteers in Peace Corps countries all over the world. Through these initiatives, the Peace Corps and the American private sector have established a partnership which values volunteerism, and which has allowed citizens of over 90 countries throughout the world to focus on the priorities of economic stability, democracy and peace, and global partnerships.

Pamla Prochnow,
Director
Private Sector Relations



Members of the Office of Private Sector Relations, Peace Corps headquarters, Washington D.C.

agriculture and youth development. Many of the donations, such as the books donated by the International Book Project to over 35 Peace Corps country programs, consisted of large quantities of materials that enhanced hundreds of Volunteer projects, while other single-item donations, such as the incubator donation to Peace Corps/Tonga arranged by the Georgia Institute of Technology, will directly affect the lives of the host country's citizens for years to come.

The private sector contributed over \$830,000 in support of the Peace Corps Fellows/USA Program during 1992, providing over 200 Returned Peace Corps Volunteers the opportunity to earn a master's degree while sharing their inter-

SPECIAL FROM HEADQUARTERS

Health & Safety: Office of Volunteer Services

Health Care System Initiatives:
Plans and Accomplishments

Since the GAO investigation of the Volunteer health care delivery system in July of 1991, and the advent of a Continuous Quality Improvement program in the Office of Volunteer Services, Peace Corps has made a great deal of progress toward improving medical services both to Volunteers in the field and those who have returned.

Helping Former Volunteers
Obtain Benefits

Peace Corps has already taken steps to further inform former Volunteers about their entitlement to health benefits under the Federal Employees' Compensation Act (FECA). These include:

- The *Peace Corps Returned Volunteers' Health Benefits Handbook*, developed and produced by Office of Medical Services (OMS) in July 1991, continues to be given to all Volunteers at close of service and to all returned Volunteers who request information on their FECA benefits.

- The Peace Corps video describing how to file claims under FECA to receive health benefits for illnesses related to Peace Corps service, produced in February of 1991, is now shown to medically evacuated Volunteers at regularly scheduled weekly meetings where FECA benefits are explained in detail and any questions the Volunteers have are addressed. It continues to be shown to all Volunteers at the time they finish their service or leave Peace Corps and at pre-service trainings for incoming Volunteers.

- OMS continues to train all Peace Corps Medical Officers on how to inform Volunteers, at the time they finish their Peace Corps service, of their entitlement to health

benefits under FECA. These training programs continue to be part of Continuing Medical Education conferences and overseas development training.

- The Office of Workers Compensation Programs Manager continues to visit district Department of Labor offices to evaluate possible candidates for reemployment. Peace Corps has currently assisted eight former Volunteers in their reentry to the job market.

- Results of a nationwide survey on the nature and extent of medical problems in the returned Volunteer community returned with a better than 50% response rate. Quantitative data have been analyzed and qualitative results will be reviewed so we can take action to serve the needs of Volunteers and returned Volunteers more effectively.

- Positive responses were received about the Office of Special Services' *Returned Volunteer Handbook*, which assists new RPCVs readjust when they return home and informs them of the agency-wide services available to help them. A new handbook is now being developed to assist Volunteer families.

Volunteer Health Care Delivery,
Safety And Support

Peace Corps has expanded its health care staff by:

- Creating a Medical Quality Officer (MQO) position as a pilot to develop a quality assessment and improvement program in the field. MQOs are slated to begin in the Commonwealth of Independent States in early 1993, and in Eastern and Central

Europe, the Baltics, and the Pacific region in July 1993. Program MQOs will serve as the overseas quality assurance arm of OMS.

Peace Corps has also made numerous changes to increase and improve training. For new medical officers, the length of training has been increased and the frequency of Continuing Medical Education (CME) conferences for medical officers has also been increased. In addition, we have established or increased training for OMS staff and offices and agencies that use our services. These changes include the following:

- Expanded orientations for new medical officers continue to be given. Twenty-seven new medical officers received this orientation in FY '92. The orientations, which are four weeks long, are held twice a year. Two orientations are planned for approximately 40 new medical officers in FY '93.

- The yearly Continuing Medical Education conferences for all medical officers were held in August and September of 1992 in Bolivia, Sri Lanka, Morocco, The Gambia, and Zimbabwe. This program updates medical officers on Peace Corps policy and procedures and provides in-depth training in clinical areas of particular importance. This program has expanded since 1990 when two CMEs were held and 1991 when four were held.

- Peace Corps' environmental health assessment team has evaluated the potential risks associated with living in Albania, Latvia, Lithuania, Estonia, and the Russian Far East. The team conducted on-site assessments to



Identify environmental toxicants, assess health risks associated with potential Volunteer sites, interview local and national ministry of environment and health officials, and collect and evaluate environmental sampling and health data. Visits to Ukraine and the Saratov area of Russia are being completed.

The Office of Special Services plays an important role, making recommendations to the Agency on Volunteer safety and security concerns and addressing such issues as the use of force and self-defense training. OSS deals daily with crises, whether in Volunteer families, with individual Volunteers, or in whole countries. As a result, they gain a broad overview of events and trends. In the past two years, we have enhanced our response to acts of violence against Volunteers with increased training in safety and security. The office will also be working with OMS on a task force to collect information on safety and security issues in order to make an analysis of special needs

and possible preventive measures.

Another area where OSS plays a large role is in Volunteer adjustment in country and upon return to the U.S. through training for both Volunteers and staff. Recent efforts in this area include: The publication, *A Few Minor Adjustments, A Handbook for Volunteers on Cultural Adaptation*, which has received praise from both PCVs and staff in the field.

Volunteer adjustment is often much more difficult in the event of a country evacuation. A survey of evacuated Volunteers conducted by the Office of Volunteer Services showed high stress levels and adjustment problems often result from country evacuation. OSS has formed a task force to make the results of the survey known and to plan actions to take in future evacuations to make them and their aftermath less stressful.

*Lisa Crye,
Policy Analyst
Volunteer Services*

"We need not just words of peace, we need works of peace...the most powerful tool that man has is the tool of love, and all its attachments...gentleness, kindness, help, compassion."

Dr. Tom Dooley

In Remembrance

These are the Volunteers who were lost on our watch... Their contributions to humanity cannot be measured adequately in words. We will quietly remember them. Their spirit will live on in the work of the Peace Corps that continues after them and will continue after all of us, the work of peace.

Michelle Drabiski
Paraguay 3-30-89

Dorothy Osborne
Dominican Republic 8-11-89

Margaret E. Schutzius
Chad 9-19-89

Daniel F. Ohl
Kenya 4-14-90

David Schaeffer
Tanzania 9-7-90

David John Edwards
Namibia 2-1-91

Gloey Wiseman
Bolivia 10-13-91

Susan Harding
Ivory Coast 3-9-92

Varina Rogers
Malawi 4-21-92

William N. Nordmann
Nepal 7-31-92

Mary Kayser Johnson
(UNV/RPCV) 1/5/93

SPECIAL FROM HEADQUARTERS

Returned Volunteer Services

The increased focus by the Peace Corps on the Third Goal—to promote a better understanding of other peoples on the part of Americans—has led to efforts to improve and strengthen communication and collaboration between Peace Corps/Washington and the Returned Peace Corps Volunteer community. Over the past three years, steps taken to facilitate this improved communication have included an expansion of the Returned Volunteer Services staff to include an RPCV Liaison, as well as a World Wise Schools RPCV Coordinator and a RPCV Database Manager. RVS publishes a monthly newsletter to RPCV group leaders which provides updates on domestic and overseas initiatives. Through this and other communication links, the Peace Corps keeps the RPCV community apprised of Third Goal initiatives developed by the agency (such as World Wise Schools and the Fellows/USA Program) and solicits information and ideas from the diverse and talented RPCV community which will contribute to the accomplishment of mutual Third Goal objectives.

One positive result of these efforts has been a closer working relationship between the Peace Corps and the National Council of Returned Peace Corps Volunteers. In June 1991, a Statement of Cooperation between the Peace Corps and the National Council was signed, providing general guidelines for cooperative efforts towards the goals of promoting volunteerism at

home and abroad, education of U.S. citizens regarding development and intercultural understanding, and recruiting the best candidates to represent the United States as Volunteers overseas.

Under a follow-up Cooperative Agreement, signed in September 1991, the National Council distributed information and questionnaires to its membership to encourage participation in the Peace Corps World Wise Schools program and in minority/sparse skill Volunteer recruiting efforts. The National Council has, to date, forwarded to the Peace Corps over 1,800 forms completed by RPCVs indicating an interest in these significant initiatives. In expressing appreciation to the National Council for its assistance, Acting Peace Corps Director Barbara Zartman (who, as Deputy Director, was instrumental

in drafting the Cooperative Agreement) said, "The successful completion of this project should provide ample evidence of the mutual benefits generated by cooperation between the agency and the National Council."

Through continued interaction with the National Council and the RPCV groups around the country, Returned Volunteer Services anticipates further projects designed to take advantage of the unique skills and experiences of former Volunteers while strengthening the bridge linking the entire Peace Corps community.

Pattie Ward,
Director
Returned Volunteer Services



The Returned Volunteer Services staff in the new Washington headquarters RPCV lounge.

SPECIAL FROM HEADQUARTERS

Office of the Inspector General

A History of the Peace Corps' Office of Inspector General

In 1988, the Congress required Peace Corps and several other small agencies to establish Offices of Inspector General. The purpose of the OIG is to prevent and detect fraud, abuse, waste, and mismanagement and to promote economy and efficiency in Government.

The Office of Inspector General is an independent entity within the Peace Corps. The Inspector General (IG) reports to, and is under the supervision of, the Director of the Peace Corps. Within the budget, the IG has authority to determine general priorities, hire his/her own personnel, and independently carry out audits, inspections and investigations. The IG is also required by law to keep Congress informed through semiannual reports and by other means. The IG also provides periodic reports to other levels of agency management.

Since June 1992, I have served as the Peace Corps' Inspector General. The OIG helps to make our organization more effective through recommendations that strengthen program delivery and improve the use of limited resources. We are also aggressively addressing integrity and ethics lapses, fraud, waste and mismanagement whenever and wherever they occur. This article describes the responsibilities of the Peace Corps OIG and how the office functions.

The major functions of the OIG

The IG's principal mission is preventing and detecting fraud, waste, and abuse in Peace Corps programs and operations. The OIG is also responsible for conducting financial, program and other types of audits to promote economy and efficiency; conducting inspections of Peace Corps posts and

offices; and investigations into allegations of wrongdoing in Peace Corps programs and operations. The IG must report serious abuses to the Director. The IG also reports to the U.S. Attorney General when the IG has found that there are reasonable grounds to believe there has been a violation of Federal criminal law.

Audits, Inspections and Investigations

The OIG conducts audits, inspections and investigations. Nevertheless, when an individual is initially contacted by the OIG, he or she may be confused with respect to what the OIG wants and what kind of OIG product will result from the interview or information gathered. I will try to distinguish our three functions for you here.

An audit is an examination of documents to determine their accuracy and whether other objectives of an agency function have been met. Generally, it focuses on a single operating function within Peace Corps. In addition, auditors may conduct reviews in response to specific allegations of waste, fraud or abuse.

An inspection is a review of the agency's overseas post or domestic operations with a view to assessing the effectiveness of program and operational management. Generally, it focuses on a single organizational entity within Peace Corps.

During a post inspection, OIG inspectors spend approximately three weeks at post, two thirds of this time reviewing the post's administrative functions. These include

impres funds, inventories, cashier functions, vehicle use, contracting, etc.. One third of the time may be spent reviewing a particular program component, such as TEFL, health education or environment.

An investigation is usually undertaken in response to a particular allegation of a crime or other misconduct, fraud, waste, abuse or mismanagement, and focuses on an employee, contractor, or other person related to the agency.

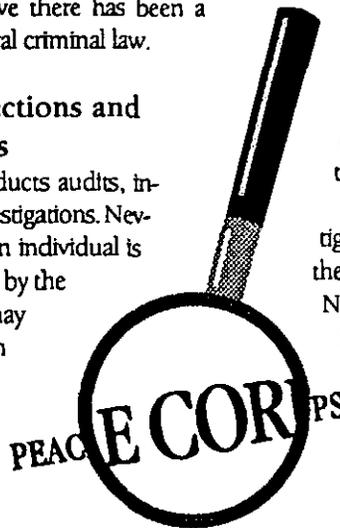
When an audit, inspection or investigation is completed, a report is issued to the appropriate Peace Corps manager. No one may prevent the IG from initiating, carrying out or completing any audit or investigation or from issuing a subpoena during the course of an audit or investigation.

When classified information is involved, the same rules with respect to "need to know" and handling apply as pertain to other employees. The same administrative controls relating to accountability and safeguarding of classified and other sensitive information apply to classified reports issued by the Inspector General.

What should you report to the OIG?

As a general rule, the OIG may audit or inspect any policy, practice, operation or situation that indicates agency resources are being mismanaged, wasted or abused. The OIG will also investigate allegations of wrongdoing by agency personnel, contractors, consultants, PCVs or Trainees. Examples would include theft, bribery, sexual assaults or misuse of government property by Peace Corps staff or Volunteers.

(Continued on page 39)



SPECIAL FROM HEADQUARTERS

Information Resources Management



A Chronicle of Accomplishment

Peace Corps is not only people helping people. Today it is technology and information helping Peace Corps Volunteers do the "...toughest job they'll ever love." The Peace Corps database is crucial to the management and support of staff and Volunteers.

Countries project their need for Volunteers two to three years in advance. They indicate the type and number of Volunteers needed. These needs are collected by the database and used for long range program and recruiting plans. Our database management system also allows a variety of offices the ability to access many types of information. Overseas Operations, Recruitment and Placement, Medical, Payroll and Personnel, Travel, Returned Volunteer Services and World Wise Schools comprise an interdependent network that makes up the Volunteer Database System. This system can provide information ranging from the entire history of a Volunteer, from application to close of service, to rosters of Volunteers sorted by country assignments, projecting each Volunteer's readjustment allowance, and matching Volunteers to World Wise Schools participants.

Information Resources includes all computer and communications technologies in use by Peace Corps staff worldwide, including telephone and telegraph services, mainframe computers, facsimile machines, microcomputers and local area networks. In

the near future, Information Resources at Peace Corps will include a global computer network, improving the ability of Peace Corps staff to work together in support of Volunteers.

The last five years have seen exponential growth in the use of information resources to support the recruitment, nomination, selection and placement of Peace Corps Volunteers.

Here are some of the Office of Resources Management's activities since 1988 that have significantly improved Peace Corps' support of Volunteers:

1988

The Agency begins to search for a desktop computer that is easy to learn and use by non-computer professionals, yet is powerful enough to produce analysis, reports and charts of high quality for Congress, the White House, and other important audiences. In May, The Peace Corps adopts the Apple Macintosh as its standard personal computer, the first Federal Agency to standardize its business on the Macintosh system.

1989

Construction of the Peace Corps Database Management System (PCDBMS) begins with the merging of three existing databases. Today there are over 1,000,000 records in the PCDBMS including information on: inquiries by prospective Volunteers, nominees at various stages of screening and selection, current Volunteers and programs, and RPCVs who are

participating in the Peace Corps Fellows/USA or WorldWide Schools programs.

The PCDBMS is now the core information database for Peace Corps. Its continuing development has shortened selection processing time and improved the quality of Volunteer placements.

1990

IRM establishes an in-house microcomputer and mainframe training program for Peace Corps staff. By 1992 IRM provided over 1,500 training opportunities, saving the Agency approximately \$150,000 in commercial computer training fees.

IRM implements the Programming and Training System/Quarterly Trainee Review System (PATS/QTRS) to assist the agency in deciding the programs, numbers, and skill requirements for Volunteer trainee recruitment efforts. This system helps recruiters to rapidly identify and nominate Volunteer prospects with critical skills and talents, and promotes high-quality Volunteer placements



Members of the Washington D.C. IRM staff.

to maximize the value of the Peace Corps experience for both the Volunteer and the host country.

An agency-wide Information Systems Advisory Board (ISAB) is chartered to assist IRM with agency technology. ISAB gives all offices a voice in IRM's activities, and promotes a Total Quality Management approach to decision-making that ensures technology resources are properly deployed to support the priorities of Peace Corps.

1991

Peace Corps Director Coverdell approves an ISAB recommendation to develop a Peace Corps computer network, permitting Peace Corps offices worldwide to communicate and exchange data easily. The first phase of the network will link Peace Corps operations domestically.

The agency completes a three-year program of acquisition that results in a minimum of two Macintosh computers and one laser printer in every overseas post.

The installation of a new Peace Corps Financial Management System (FMS) begins. PCFMS meets GAO audit requirements and related federal standards. One year later, October 1992, the PCFMS imple-

mentation is completed and the new system becomes operational.

1992

The Peace Corps Data Center, home to the agency's mainframe computer operations, moves from the Department of Transportation to the Peace Corps headquarters building. In the transition the computer system is upgraded with a faster central processor and improved disk and tape storage peripherals. These improvements ensure good mainframe response times for years to come, despite the exponential growth of agency databases and the resource requirements to connect to the computer network.

Several headquarters offices begin a pilot test of the Internet, a computer network which provides data exchange and electronic mail services to over three million people worldwide. Electronic mail was recently exchanged between Peace Corps headquarters and Saratov, Russia using the Internet. These trials are very important to the agency's global communications future.

The Future

A future Peace Corps is emerging that relies heavily on information technology to collapse the distances between people who need to work together. Within three years, Peace Corps staff worldwide could use the Peace Corps network to conduct regional (or global) conferences without gathering the participants in one place. Volunteers could access the knowledge of experts worldwide to solve agricultural or ecological problems. Small business development centers anywhere could tap business networks such as Disclosure, Dialog, and Lexis/Nexis.

However, no technology will be exploited that does not further the mission, vision and goals of the Peace Corps, but every technology will be exploited that enhances the quality of the Volunteer experience.



*Stephen L. Rose,
Acting Director
Information Resources
Management*

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How do we investigate wrongdoing overseas?

Investigating allegations of wrongdoing overseas presents unique challenges to the OIG. The OIG may conduct investigations of certain criminal acts as well as violations of administrative regulations.

The Peace Corps OIG, formed first in 1988, stands ready to help the agency and all individuals attached to it in the proper fulfillment of our special mandate.

*Michael R. Hill,
Inspector General*



Office of the Inspector General, Peace Corps headquarters, Washington D.C.



The Three Goals of the Peace Corps:

Our unchanging mission is to promote world peace and friendship...

- by helping the people of other countries and areas in meeting their needs for trained manpower,
- by helping promote a better understanding of the American people on the part of the peoples served,
- and by helping promote a better understanding of other peoples on the part of the American people.