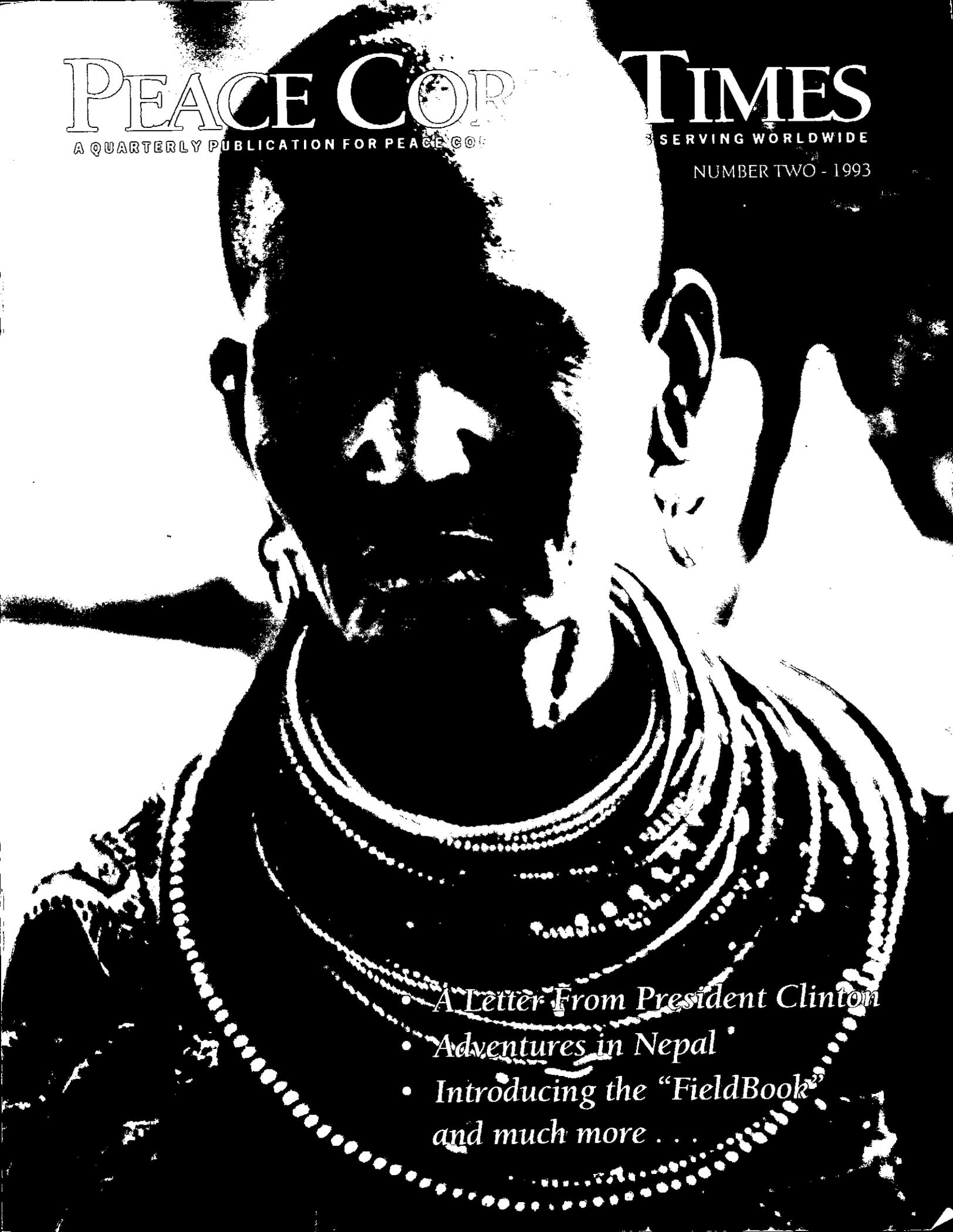


PEACE CORP. TIMES

A QUARTERLY PUBLICATION FOR PEACE CORP.

SERVING WORLDWIDE

NUMBER TWO - 1993



- *A Letter From President Clinton*
- *Adventures in Nepal*
- *Introducing the "FieldBook"*
- *and much more . . .*

A MESSAGE FROM PRESIDENT CLINTON



May 26, 1993

Dear Peace Corps Volunteer:

This summer as Peace Corps Volunteers like you dedicate your hearts and efforts to helping others in troubled countries around the world, we will be celebrating our own Summer of Service—broadening the important work done by Peace Corps Volunteers for more than 32 years—to address the problems of men and women in need here at home.

While we endeavor to develop our National Service program, we will look hard at the example the Peace Corps sets before us, and we will not forget the organization that blazed the trail for our current efforts.

You have reason to be proud of the example you have set. Peace Corps Volunteers all over the globe are the embodiment of President Kennedy's plan to enable thousands of young men and women to serve on the leading edge of the new frontier, to help people all over the world to reach their full potential, and to demonstrate yet again that America is a nation dedicated to understanding and human progress.

Today, as yesterday, you are committed to the simple idea that our own lives are more meaningful if we work to uplift the condition of others.

As a friend of mine once said, "Next to love, the greatest gift a person can give is his labor." Thank you for your work, your perseverance, and the path you have opened for others.

Keep up the good work, good luck, and God bless.

Bill Clinton

PEACE CORPS TIMES

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PRINTED ON RECYCLED PAPER

ON THE COVER: A Samburu woman in Maralal, Kenya is photographed by PCV Jocelyn Craugh.

REAFFIRMATION OF CORPS VALUES

Dear Peace Corps Volunteers and Staff:

In the past few weeks, several significant references to Peace Corps as a "model" have made me proud to be a former Volunteer and particularly pleased to be serving as Acting Director.

In proposing legislation to establish a program of National Voluntary Service, President Clinton called the National Service a "domestic Peace Corps." In his letter to you in this issue of *Peace Corps Times* he states, "...we will look hard at the example Peace Corps sets before us and will not forget the organization that blazed the trail for our current efforts."

Not long ago, before his tragic death, South Africa's anti-apartheid activist Chris Hani called for the ANC Self Defense Units to be converted into a "Peace Corps" for work in national development, echoing the philosophy and mission outlined by John F. Kennedy.

What is it that makes Peace Corps unique? What is it that has fueled the idealism and motivation that keeps Peace Corps strong and fresh, in spite of problems and obstacles, after more than 30 years? The discussions stimulated by our recent annual review of country program plans and strategies here in Washington has highlighted some of the answers.

Training: There was general agreement that the training we provide to Trainees and Volunteers is of critical importance to their overall effectiveness. I was pleased to learn that the regions and OTAPS are prepared to work on further improvements in training, particularly in language and cross-cultural training.

PATS: I was impressed by the extent to which all four regions have progressed in terms of implementing the Agency's Programming and Training System. In many ways the six months ahead represent a particularly critical part of the PATS phase-in process and I ask that it continue to be a

high priority for all of us. By completing the task, we will be responsible for an important legacy that will enhance the Peace Corps status as a development assistance agency.

Volunteer Survey: The Peace Corps



Volunteer Survey, which is in the process of being disseminated to PCVs worldwide, is viewed throughout the Agency as a major step forward. The survey will provide specific data on how Volunteers regard virtually every aspect of their Peace Corps experience. The availability of input of this kind represents an important new tool for continuing to identify areas in which we are succeeding as well as areas in which the Agency can improve.

Back to the Future: Several offices presented their plans and programs for the coming years in the context of reaffirming our Agency's core values. One region referenced these values with the phrase "back to the future" ...in other words, reaffirming our commitment to high quality language and cross-cultural training and the integration of a community development approach in

Peace Corps projects. In my view, some of our own rhetoric (It's not your father's Peace Corps) may have led to the mistaken belief that the Peace Corps of the 90s is fundamentally different from what it was in the past. While it is clear that some countries have become more technically ambitious in their requests for higher skilled PCVs, Peace Corps' basic role of PCVs as catalyst to development efforts of local counterparts and communities remains central to our mission. In the plan and budget presentations from across the Agency I found what seemed to be general agreement that the values which brought strength to the Peace Corps in the past are every bit as important today.

It is in the method, rather than the technology that Peace Corps has defined itself as an effective development assistance program over its 32 years. Everyone of us who have been Volunteers know that we have received as much as we have given. Sometimes we are embarrassed by admitting that. We shouldn't be. That mutuality is the key to Peace Corps' contribution.

I understand that President Clinton is expected to name his nominee for Peace Corps Director very shortly and I want to let you know that it has been an extraordinary privilege to serve as your Acting Director during the past five months. I thank you for your cooperation. It has been fun!

Peace,

John P. Hogan
Acting Director



LETTERS TO THE EDITOR

Seasonal Consideration

Dear Editor:

I am a new (older) PCV assigned to teacher training here in beautiful Swaziland.

I was reading the Fall '92 copy of *Peace Corps Times* when a young Swazi came in the office and noticed the title of the magazine. He asked about the Peace Corps and where it serves, etc.

We got out a world map and pointed out the many, many places. After he left I turned on the fan because we're having a hot spell in a rather cool summer here.

Then I noticed Fall on the cover. Fall? Where? Washington, D.C. for one place, but I'd just pointed out that the Peace Corps is worldwide to my young friend.

Since this is true, is it accurate to use Northern Hemisphere seasons to "date" a worldwide magazine? How about Quarter Three or Vol. Three? Something to think about?

Ray O'Connell
Siteki, Swaziland
February 8, 1993

Dear "Seasons:"

Thanks for the idea. Check out the cover.

Cover Outrage

Dear Editor:

The recent cover photo of the Winter 1993 issue showed a PCV teaching English in Hungary. Pictured were various written examples of how to order fast food. We were appalled to see this photo on the cover.

According to the description of the PCV's role in Hungary (in the same edition), TEFL Volunteers are to work in, "the development of environmental and business English curricula for their classrooms." We fail to see the correlation between the above ob-

jective and the teaching of slang idioms for ordering "biggie fries," unless, of course, the objective is to train Hungarians for an entry level position at McDonald's.

Our understanding of the purpose of TEFL is the development of an additional language skill in order to improve communication among all peoples of the world. We question that the instruction of English slang idioms for ordering fast food is an appropriate means of accomplishing that objective. In addition, the message that the *Peace Corps Times* is sending by placing this photo on the cover is an astonishingly limited vision.

"Americana Überalles" is not the reason we joined Peace Corps.

A. Severs, M. Lara, D. Ellis
J.M. Nehrbass and J. Moczymski
Peace Corps Uruguay
February 9, 1993

Are There Any Volunteers?

Dear Editor:

After reading the Winter 1993 *Peace Corps Times*, I had to ask myself, "Are there any Volunteers in the field?" I understand that the Peace Corps bureaucracy is necessary and works hard to keep the program going but it seems to be obsessed with itself. After all, are not the numerous Peace Corps departments, agencies, offices, etc., a means to better serve Volunteers and not an end in themselves. I would like to see more pages devoted to articles reflecting the realities of life for a typical Volunteer instead of skimming over what reads as a quarterly report of the activities of Peace Corps/ Washington.

Attentamente,
Step-hen Shorney
PCV/Uruguay
February 10, 1993

Diversity Matters

Dear *Peace Corps Times*:

Attention: American Diversity Committee,

In response to your request for experiences in dealing with differences, I submit the following after ten months in country.

I am a member of a different Peace Corps minority—not of color but of age. I have never experienced the feelings of "difference" or separation from my associates such as we acknowledge for many members or minorities. My most serious alienation was being a woman in the male dominated advanced levels of educational administration. Even there my similarity in qualifications and experience gave me a feeling of

PEACE CORPS TIMES

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belonging.

The most difficult part of this experience is being without contact with other "seniors." There do seem to be more older Volunteers in some sectors and I am surprised that the small enterprise development group is comprised of people under 30. Being over 60, I've had to adapt to two cultures; Youth and Paraguayan.

There is no reference to recruitment of senior Volunteers in the VRS part of the Winter issue either. I had been told that we were being recruited because the time had come when Peace Corps assignments called for people with experiential as well as educational background.

I found the application materials and processes rather inappropriate—and have been told they are being modified also. While Washington was rapid-processing people for Eastern Europe I was bogged down in California with requirements suitable for a recent college graduate. For example, copies of all degrees and credentials were requested and then considered irrelevant as was any experience prior to the last ten years.

But, I persevered because I was following a dream of service—and I am here.

I do believe it is important to recruit recent retirees who have skills plus the perspectives of experience to contribute. In addition, we are part of the "Face of America"—active Senior Citizens which are also a unique type of American down here.

Cordially,
PCV Kathryn Fugate, EdD.
Iturbe, Paraguay
March 29, 1993

Dear American Diversity Committee:

With regards to the Winter '93 article, "The New Face of the Peace Corps," I find it interesting and disheartening to see the misleading and judgmental term, "gender preference" in the same sentence claiming that, "these efforts are aimed at promoting a deeper appreciation for—and sensitivity to—the feelings and experiences of Volunteers who differ..."

People who use the term "gender preference" imply that people choose their

sexual identity. I can "prefer" to listen to jazz instead of classical, I can "prefer" to wear a style of clothes over another, but I can no more "prefer" to be straight than I can "prefer" to use my left hand in spite of the fact that I am right-handed.

All of us, gay, straight, bi or asexual, have a sexual orientation that we may or may not "prefer" to act upon. So in the future, let's not confuse behaviors with the states of being, O.K.? I for one, would prefer that.

Proud of my lesbian sexual orientation,
PCV Jennifer Janney
Dominican Republic
February 18, 1993

A Little Left Out In Palau

Dear Peace Corps Times:

I am a Peace Corps Volunteer serving in the Republic of Palau. We PCVs in Palau have a little debate going on right now. In the most recent issue of *Peace Corps Times*, Winter 1993, on page 9 there is a complete list of

World Map Project Info

Dear PCVs,

In response to the many letters about obtaining World Map Project information, the editor suggested writing me directly. Since the first *Peace Corps Times* article (May/June '89), PCVs in all program areas from over 45 countries have written me requesting map-making materials. Let me explain how PCVs can currently obtain materials:

The Youth Development division recently purchased 100 World Map Project manuals (at cost) and sent one to each Peace Corps library (Fall 1992). PCVs should photocopy the manual, which contains gridded world map pages (politically current). Volunteers and counterparts then draw a larger grid system on any flat surface and enlarge the small world map

freehand before painting it. Without the manual, PCVs need to find, trace, grid and label a recent world map—a 50 hour task at best—before making their maps.

From the beginning of the project in 1988, my goal has been to ensure that PCVs now, and 10 years from now, have access to the manual. While grateful to the Youth Development sector, *one* copy per country is a short-term solution. If you cannot get a copy of the manual and would like to see it available through your Information Collection and Exchange catalog, then write to ICE. One letter won't make a difference, but several hundred letters from PCVs and country directors worldwide could turn the tide. Please write.

Through the National Council of Returned Peace Corps Volunteers, I am still working to promote the project (in the U.S. and abroad)

and find a long-term solution to the World Map Project manual shortage overseas.

Photo documentation proves the manual is an effective teaching tool. From letters and conversations with recently returned PCVs, I know there are hundreds of World Map Project maps worldwide. Help me in my efforts to document the project overseas. Please send photos of maps you have seen or made. If you have seen a map somewhere but don't have a photo, please send me a postcard with the name of the town/country where the map is located.

Sincerely,
Barbara Jo White
World Map Project Coordinator
P.O. Drawer 380
Salter Path, NC 28575



countries that Peace Corps is in. Palau is not on this list.

At first we thought that perhaps it is included with the Federated States of Micronesia. We guessed this because in our invitation materials, we all received information on the FSM, not Palau. However, Palau is no longer part of the FSM and is, in actuality, quite different from the FSM.

So, guess number two is that Palau is not listed because its political status is still uncertain. It is currently a U.S. Trust Territory and debating changing its status. Is this why it is not shown on lists of places Peace Corps is in? If so, are there other areas that we are actually in, but not listed?

Thanks for your help!

Feeling a Little Left-Out in Palau,
PCV Nydia Blood
February 7, 1993

P.S.- What could we do, or where could we write, to request that the invitation materials for Palau be for Palau, not the FSM?

Dear "Feeling A Little Left Out:"

Thank you for bringing this matter to our attention. After researching the status of the Peace Corps program in Palau, we found that Peace Corps/Micronesia is responsible for Volunteers serving in the Federated States of Micronesia (FSM) and the Republic of Palau. Though geographically considered a part of

Micronesia, Palau is politically independent of the FSM (which includes Kosrae, Pohnpei, Chuuk and Yap).

The main Peace Corps office is located in Kolonia, Pohnpei, where the seat of government for FSM is located. Chuuk, Yap, and Palau each have field offices that are overseen by a FSM APCD.

Currently there are 8 PCVs serving in Palau and there are 58 PCVs serving in the FSM, for a total of 66.

To request that invitation materials be specifically written for Palau, write the Palau/Micronesia Country Desk unit at Peace Corps Headquarters, 1990 K St., N.W.; Washington D.C. 20526.

We hope this clears up the confusion! □

Hello Out There...

Don't forget about the *Peace Corps Times* Best Photo Contest.



Blockheads! Local children carry bricks for the construction of a new well in Bébaïem, Chad. This Best Photo by PCV Robby Barandas.



Peace Corps Times
1990 K Street, N.W., 8th Floor
Washington, D.C. 20526

NEWS FROM AFRICA

by the Country Desk Officers Africa Region

Currently, there are more than 2,100 PCVs serving in 34 countries in sub-Saharan Africa. The following are highlights from several of our overseas posts:

NATIONS AT A GLANCE

BOTSWANA English Camp

In Botswana, students who have trouble reading, writing and speaking English are unable to succeed in school. In August 1992, 150 Form One (8th grade) students attended a five-day English camp during the



PCV Amy Schutte with English Camp students in Serowe, Botswana.

school term break. Peace Corps Volunteers and Botswana teachers worked with small groups of students from five schools in the village, Serowe. The students used English in a variety of activities including creative writing (stories were "published" for their school libraries), play writing and production, writing a guide to village sightseeing and "broadcasting" a radio show at the camp closing program.

Teacher in-service consultants focused workshop sessions on sharing ideas, methods and materials to use in classes. At the camp evaluation, participants recommended an English Across the Curriculum Camp for

1993, enabling students to improve subject-specific vocabulary and providing an opportunity for teachers of subjects other than English to focus on methods for teaching English.

THE GAMBIA

Commemorative Stamp Issued For 25th Anniversary of Peace Corps/The Gambia

In February 1993, the Government of The Gambia issued a stamp commemorating 25 years of friendship and cooperation between Peace Corps and the people of The Gambia. The red, blue, green and white stamp combines the Peace Corps emblem and the peace dove with the image of President Sir Dawda Kairaba Jawara and the official flag of The Gambia.



Celebrations of the 25th anniversary actually began in September 1992 with the swearing-in of 38 Volunteers in the capital city, Banjul. From September through November, Country Director Dr. Nanette Hegamin traveled with ministry officials to villages and towns throughout The Gambia to pay tribute to the generosity of the Gambian people and to express Peace Corps' continuing commitment to assisting the country in meeting its development needs.

The first group of Peace Corps Volunteers to serve in The Gambia arrived in Banjul in September 1967. Among the 17 Volunteers were mechanics, cooperative organizers, carpenters, construction specialists and

marketing advisors. The program currently numbers 53 Volunteers and has projects in agriculture, environment and education.

KENYA

Promoting Solar Cooking Power

"Solar Cooker a Sensation." "Housewives impressed by this 'clean' device." These were the headlines in a feature article which recently appeared in a local Kenyan daily newspaper depicting the work of Kenya Volunteer Barbara Ross. Because of her eagerness to demonstrate

the use of solar cookers to her women's group, Barbara, an agroforestry Volunteer, was able to obtain from a local organization, a solar cooker constructed from an old gramophone box.

Barbara instructed the members of the Amagoro Housewives Group in the use of the cooker and allowed members—and nonmembers—to try it out at their homes. The women have been pleasantly surprised and very impressed with the results. Not



Maison sans bois in Niger.



Members of a White Moor family in Mauritania gather for this Best Photo by PCV Andrew Clarke.

only have they found that they can cook a wide variety of foods which come out as tasty as traditional cooking would afford, but the women have also learned the other benefits of solar cookery, namely preserving the environment and allowing time to tend to other chores.

Word of cooking with the "magic" box is spreading quickly in this particular area. However, making duplicates with local materials has proved somewhat difficult. Still, Barbara has persisted and improvised using cardboard boxes and aluminum foil. The only observation made from these "homemade" versions was that they do not cook as fast as the original wood one. Nevertheless, it is heartwarming and inspiring to see that, through the work of one Volunteer, the technology and practice of solar cookery is becoming a reality in Kenya!

LESOTHO

Secondary Projects For PCVs

Peace Corps Volunteers in Lesotho are involved in many secondary activities in addition to their primary assignments in secondary education, primary teacher training, agriculture, small business development and community natural resource development.

Volunteers in several program sectors are assisting rural communities and schools with the construction of water catchment systems

This is part of Peace Corps/Lesotho's participation with Peace Corps' Southern Africa Emergency Drought Project in response to the recent drastic decline in rainfall in Southern Africa. The water catchment systems are designed to collect and conserve rain water run-off for schools and communities

to use during the drier winter season, from June to September. Currently, four systems have been completed, nine are under construction and 70 sites are being considered for construction.

Other secondary activities of Lesotho Volunteers include recycling tin and plastic, a nation-wide AIDS education campaign, and water conservation and erosion control through reforestation, in conjunction with the yearly National Environment Day. Lesotho Volunteers also work with host country nationals to put together an annual small business fair which helps local entrepreneurs and artists market and promote their paintings, crafts, weavings and baskets.

MADAGASCAR

New Peace Corps Program

One of Peace Corps Africa Region's newest country entries is now officially open with the arrival of two staff members in Antananarivo in early March. The initial group of ten TEFL teacher trainers are due to arrive in Madagascar in early September to begin training. Additional programming in the areas of the environment and health are projected for FY'94 and thereafter.

MALAWI

Solar Technology Application

One of the interesting activities currently underway in Malawi is in the area of solar

technology. PCV Phillip Erro and RPCV Jack Mastrorelli designed and supervised the installation of three photovoltaic study hall lighting projects in Malawi College of Distance Education Centers. These rural high schools, where many PCVs teach, have not traditionally received the same levels of funding and materials support as other schools. The new solar lighting systems will allow students greater opportunities for study and extracurricular activities. There is considerable interest among students, teachers and administrators in other Centers in having photovoltaic lighting installed.

PCV Erro has also adapted two existing designs for solar box cookers to meet the conditions of the climate and cooking traditions of Malawi. In the re-design, he sought to reduce the cost of materials and the reliance on imported materials. For example, instead of using imported glue to hold them together, the boxes were tied with sisal, a natural fiber readily available in Malawi. Such measures have cut the cost of the cookers by 50% with no significant decrease in performance. While Erro's work is still in the research and development stage, initial



PCV Christine Claypoole helps build mud stoves with villagers from Alafiarou, Benin in this Best Photo.

response from extension agents, forestry researchers and others with whom he works has been enthusiastic and further research is being planned for the coming year. Adoption of solar cookers could help relieve the stresses put on Malawi's forests by the extensive use of wood for cooking.

NAMIBIA

Youth Development Program

Peace Corps/Namibia, as one of the Peace Corps' three world-wide youth development pilot program countries, continues to support the establishment of the Republic of Namibia's first National Youth Program. Peace Corps/Namibia's first three youth development Volunteers, who began their service in January 1993, and APCD Lis Doane participated in a National Youth Policy Conference held in Namibia from February 23-27, 1993.

Representatives from government, non-government and private agencies met to draft a policy that would serve as a framework for youth development initiatives throughout the country. They also developed a work plan which the Directorate of Youth Development used to begin implementation of the National Youth Policy. The President of the Republic of Namibia, His Excellency Sam Nujoma, opened the conference.

In line with current programming efforts in youth development, Peace Corps/Namibia worked with the Office of Private Sector Relations and Little League Baseball, Inc. of the United States to receive and distribute baseball equipment, worth approximately \$10,000, to help establish Little League Baseball teams in Namibia.

At three years, Namibia is Africa's newest independent nation. Peace Corps is honored to be involved at the ground level of developing Namibia's national policy in youth initiatives, and looks forward to further



PCV Missy Reed meets her new neighbors in Bébaïem, Chad. Best Photo taken by PCV Robby Barandas.



Goats are used as cushions for the passengers of 'a fully loaded Peugeot in Northern Ghana.' Photo by PCV Carey Johnston.

assisting Namibia to meet its needs in establishing and providing national youth services.

NIGER

"Woodless" Houses

Like the other countries of the Sahel, Niger has suffered a steady decline in forest resources as a result of the droughts of 1974 and 1984. As wood becomes an increasingly limited resource in Niger, alternative approaches to housing and building construction are being sought. New technology was introduced in Niger six years ago called "maisons sans bois," or literally, woodless houses. The technique was developed by the French and implemented in cooperation with the International Union

for the Conservation of Nature (IUCN). It is now beginning to catch on in local Nigerien communities, largely due to Peace Corps/Niger's inclusion of the technique in its integrated Africa Food Systems Initiative (AFSI) project.

The buildings are circular or square, one or two-roomed, and have a dome roof constructed of vaults and arches. Only mud brick is used in their construction. There have already been several workshops in which this type of construction was taught to Nigerien masons and Volunteers. Demonstration buildings from the workshops are now being used as a library for a high school, a storage shed for a community tree nursery, an in-patient ward at a medical center and a bus/taxi station. A total of 18 buildings/houses have been constructed.

Peace Corps/Niger's main objective is to train Nigerien masons in the basic construction skills of "maisons sans bois" and to provide them with continued technical support when they return to their local communities.

Peace Corps has set up a Volunteer committee to oversee activities related to "maisons sans bois." These include the development of animation materials for use in training, the possibility of a certification process for masons so that they can create dossiers and the organizing of a Training of Trainers (TOT) workshop in order to teach the masons to transfer their acquired skills to other local masons. A practicum and development workshop was held in May to bring Volunteers and masons together in order to assess the future of the technology in Niger and to begin working on some of the proposed activities.

NIGERIA

Expanding Programming Efforts

Peace Corps/Nigeria will be initiating a

new Agriculture project beginning in September 1993. During the past year, the Nigerian Government's National Board of Technical Education (NBTE) and Peace Corps/Nigeria began to explore possibilities for collaboration. The agriculture sector was chosen due to the high priority the NBTE and the Nigerian Government place on developing human resources to increase agricultural productivity.

The new project will be called "Nigeria Practical Agricultural Project." Eight Trainees are expected to arrive in Nigeria in early September to begin their Pre-Service Training. They will be placed as either agriculture economic advisors, farm mechanic educators or agricultural vocational trainers.

SAO TOME AND PRINCIPE

Program Expansion

Peace Corps/São Tomé e Príncipe (STeP) Volunteers work in the education of rural communities in maternal/child preventive and curative health care programs as well as working with primary school children in the areas of nutrition and hygiene. They also instruct communities in techniques geared to promote safe potable water sources and forays into latrine building.

While Peace Corps will continue to ad-

dress the primary development need which is health, it plans to expand the size of the program and to diversify the projects to include agriculture and environment. Discussions have taken place with the Ministry of Agriculture for aid in egg and poultry production. A feasibility study took place in 1992 to address this perceived need. The Prime Minister also visited Peace Corps headquarters in March to discuss the possibility of Peace Corps assistance in agriculture and environment.

The expansion of the program in São Tomé e Príncipe includes the process of administratively separating from Peace Corps/Gabon. Peace Corps/STeP plans to have a full staff including a Country Director, Administrative Officer and Medical Officer by July 1993.

TANZANIA

Continuing Needs: Secondary Education

Peace Corps/Tanzania's Secondary Education project began in 1964. Tanzanian politicians hotly debated the issue of accepting young Americans with relatively little teaching experience, who spoke "American English" to work in their schools. The Volunteers were nonetheless welcomed by the schools, students and communities who were ready to learn and willing to teach.

Peace Corps left Tanzania in 1969 due to deteriorating relations between the two countries. In 1979, when Peace Corps was asked to return by the Government of Tanzania, education PCVs were among those requested.

Last September, 25 Trainees were sworn-in as PCVs to serve as secondary school teachers as part of Peace Corps/Tanzania's renewed focus on education. By the end of this year there will be approximately 90 PCV secondary school teachers in Tanzania.

Peace Corps/Tanzania will also be sending science and math teacher trainers to work with



Children at a party in Lipopeng, Lesotho. Best Photo by PCV Anthony Salzarulo.

DANIDA and the Government of Tanzania at regional teacher training centers. Through both efforts, Peace Corps/Tanzania will help to alleviate an estimated shortage of over 1,000 secondary math and science teachers over the next ten years.

ZAMBIA

Future Peace Corps Program in Zambia

The Africa Region conducted a three week new country entry assessment visit to the Republic of Zambia during February 1993. The assessment team, Desk Officer Michael Grimmett and Consultant John Zarafonets, were met with much enthusiasm from the government officials and private citizens they interviewed during in-country travels in anticipation of Peace Corps beginning operations for the first time in Zambia. Water/sanitation and agri-business were identified during the assessment for Peace Corps to consider as start-up development interventions.

CD Ken Puvak and APCD Consuella Brown arrived in Lusaka in May to begin initial office set-up and program start-up preparations. The arrival of the first PCVs to Zambia is scheduled for early FY'94. □



An evening refresher at the community pump in Makokou, Gabon. Best Photo by PCV Scott Mestemaker.

NEWS FROM ASIA/PACIFIC

by Kelly Riggle Hower
Special Assistant to Chief of Operations
Asia/Pacific

Asia and the Pacific Region's 1,000 Peace Corps Volunteers now work in 18 countries with the establishment of a new post in China. The following are highlights from Asia and the Pacific Region posts:

NATIONS AT A GLANCE

CHINA

Let the Training Begin!

Peace Corps/China officially opened its office in Chengdu, Sichuan, on May 1, 1993. Eighteen English teacher trainers began their pre-departure orientation on June 6, 1993, in San Francisco and arrived in China on June 12. Country Director Bill Speidel and Administrative Officer Terri Phipps are in the process of establishing the Peace Corps office and training site at the Sichuan Normal University, which is 30 minutes from downtown Chengdu. A language instructors' "Training of Trainers" workshop for five Chinese and three Mongolian teachers is scheduled for May.



Two local girls wash their hair at the local pump on the island of Abarang in Kiribati in this Best Photo by PCV Renee Shorey.

FIJI

The Word on WID—and Kudos in the Wake of Kina

Peace Corps Medical Officer Wainiu Cagniliwalala and several Volunteers have made a great contribution to Fiji through the establishment of the Women in Development Committee. This committee raises awareness on environmental issues in both urban and rural communities.

The committee has facilitated two workshops on "Women and their Kitchens and Management of Household Rubbish" with 80 urban women participating. Plans are being made for similar workshops involving 150 rural and urban Fijian women as well as women from nine other South Pacific countries. The WID committee strongly supports raising environmental awareness and believes it is vital for women to educate their families in this area.

A management and planning advisor Peace Corps Volunteer developed a village and settlement database in the wake of Cyclone Kina to improve emergency food distribution procedures. The database turned out to be such a valuable tool that all provincial offices will now use it as a model to better serve their people. The Volunteer's contribution



Nurse educator PCV Ruth Grubestic photographs a student providing health education to a Nepalese community.

was publicly acknowledged by former Prime Minister Ratu Sir Kamisese Mara in his Peace Corps Fiji 25th anniversary address this January.

KIRIBATI

The Wave of the Future in Travel?

Kiribati Country Director Dale Withington recently visited Peace Corps Volunteers on the southern and central islands of the Gilbert Chain. Since inter-island airline schedules are on a weekly basis, CD Withington took a unique approach to visiting Volunteers. He flew to the southernmost island, met up with a hired boat, and then sailed north, stopping at islands with Volunteers along the way. All in all, he was able to visit with nine Volunteers. The boat trip, which took a little less than two weeks, took much less time than if he had traveled by plane. CD Withington said the trip was a good one despite the fact that on the last leg of the trip he and his crew encountered bad weather and spent 42 hours sailing into huge waves.

MARSHALL ISLANDS

A New Quonset Hut for Peace Corps

Peace Corps/Marshall Islands recently moved into a new office. They held a reception that was attended by government dignitaries, U.S. embassy staff, and former

and current Peace Corps Volunteers. The new office is more spacious than the previous one, which was reputed to be one of the oldest western (quonset hut) buildings on Majuro.

MICRONESIA

First Stop on the Pacific Language Enhancement Circuit

Language consultant Elizabeth Tannenbaum, who is assessing the language programs in, and providing technical assistance to, all of Peace Corps' Pacific countries, recently visited

Peace Corps/Micronesia's main office in Pohnpei to assess the post's pre-service training (PST) language curriculum. Pre-service training in Micronesia is complex. During Phase II there are five concurrent trainings going on at one time, each in the four states of the FSM and Palau. Peace Corps/Micronesia trains Volunteers in five distinct languages and twelve major dialects. Country Director Jeff Robertson looks forward to improving their post's language component based on Elizabeth's recommendations.

Peace Corps/Micronesia is also in the process of moving to a new office. The office in Kolonia will be located near the Museum of Micronesia and the Department of Education.

MONGOLIA

A New Post Consolidates

Country Director Chuck Howell, who established the Peace Corps/Mongolia program, returned to the U.S. in mid-April after seven years of service to Peace Corps, including four-plus years in Washington and over two in Mongolia. Jean Mead, the new country director, comes to Mongolia from Nepal where she served as associate peace corps director for education. Administrative Officer Guy Seay will soon be leaving Mongolia to work as the administrative officer in China for the program start-up. The new administration officer for Mongolia will be



PCV Helen Kinder performs a nutritional health survey at a school in Ban Phong Pang, Thailand. Best Photo by Jude Griffin.



Papua New Guinea PCV Charles Belden learns traditional culture in this Best Photo by PCV Kate Belden.

Steve Nepi, formerly the director of Volunteer and staff payroll in Peace Corps/Washington. The strengths of these staff members will be important to the program as it evolves from the start-up, new country-entry phase.

PAPUA NEW GUINEA

Programming For PNG's Future

Preparations are underway for the arrival of a new group of 28 Peace Corps Trainees in mid-July. The group will consist of rural community development and child survival

Trainees. During the next few months, PNG will be receiving technical and programming support from OTAPS in the areas of youth at risk, child survival and environmental education.

THE PHILIPPINES

An Old Post Consolidates Programming

A pre-departure orientation was held in Seattle for 21 Peace Corps Trainees going to the Philippines. They arrived in Manila on Saturday, April 17. The training group includes Volunteers who will work in the Small Island Integrated Development and the Integrated Protected Areas projects. The PST is currently taking place at Siliman University in Dumagete, on Negros Occidental. This brings the number of Volunteers up to 38.

SOLOMON ISLANDS

Of Microscopes and Malaria

Peace Corps/Solomon Islands has received a gift of 25 microscopes from Gifts-in-Kind. These will be used by the next training group for a new malaria detection program. Trainees will be issued microscopes and given training in testing for malaria. This is part of a larger malaria control effort by the World Health Organization in the Solomons and Vanuatu. The next group of 18 rural community education Trainees will arrive in mid-July.

SRI LANKA AND NEPAL

Peace Corps Keeps On Keeping On

Kathmandu is currently enduring, and will continue having, scheduled "brown-outs" to conserve the energy demanded of its overextended power system. Also happening in Nepal is the launch of a new soil conservation project to promote environmental education and agro-forestry through a community development format; its first Trainees will arrive this fall.

In Sri Lanka, 13 Peace Corps Volunteers

(Continued on page 16)

NEWS FROM EURASIA/MID-EAST

by the Country Desk Officers EME Region

Peace Corps currently has programs in 22 countries in Eurasia and the Middle East region. With Trainees arriving in the region this June, there will be over 1,100 Volunteers and trainees in these countries. Kazakhstan, Kyrgyzstan and Moldova will receive their first group of Volunteers this summer and Turkmenistan's first group will follow in the fall. EME's focus for FY'94 will be to strengthen existing programs.

NATIONS AT A GLANCE

ALBANIA

Diversified Interests

The second group of Trainees arrived in Albania in April and began training in Tirana. The group consisted of 13 Trainees with



Yemen PCV Judy Egan demonstrates the proper care for open fractures to village women.

extremely diverse backgrounds. John Ekoniak had been a senior consultant for Anderson Consulting in Los Angeles. Claire McLaughlin of New Jersey has an undergraduate degree in marketing and a law degree. Michael Mosquera entered Peace Corps after owning his own laundry business in Michigan. Marta Stawnych is a fluent

Ukrainian speaker with an art history education and three years of experience in managing and owning a business.

This will be the first group of Volunteers working in the small business sector in Albania, and their diverse backgrounds will be a great asset to the project.

BULGARIA

Officially Open For Business

The multi-link resource center in Plovdiv officially opened in conjunction with the Plovdiv/Charlottesville sister city signing. The Plovdiv Resource Center will now be able to start assisting entrepreneurs in the Plovdiv area through business advisory services. In addition, the center will provide information about English education and the environment. The opening of the center was marked by a reception sponsored by the American Ambassador. Also, the business center in Gabrovo is scheduled to open on May 18, and the center in Stara Zagora is planning the opening of the "American Cafe" in the center's basement.

Business Volunteers have been very busy organizing conferences and seminars. Peace

Corps Volunteer Tom Gargiolo is planning a major conference for Bulgarian and American businessmen in Varna in late April. Jackie Meredith held well-attended conferences for unemployed Bulgarians in Sliven. Many other Peace Corps Volunteers are planning training programs throughout Bulgaria.



Kyrgyzstan staff members prepare for the 4-hour drive to Bishkek from the airport in Alma Ata, Kazakhstan.

CZECH AND SLOVAK REPUBLICS

Country Clarification

Until January 1, 1993, these two nations were united under one flag and known as Czechoslovakia—or, more officially, as the Czech and Slovak Federal Republic. Because Peace Corps had placed Volunteers throughout Czechoslovakia, once the split took place Slovakia found itself with its TEFL and Environment Volunteers already in place.

Since then, Peace Corps has opened a new sub-regional programming office in Bratislava and hired a TEFL program manager and support staff. In addition, Peace Corps is currently recruiting a small business development manager who will be based in Bratislava and run both the Czech and Slovak SBD programs.

The country director (Bill Platt) and the admin officer for Peace Corps/Czech Republic will continue to oversee the overall management of the Peace Corps/Slovak Republic office during an interim period of approximately two years, at which time the Bratislava office will become completely independent.

The fifth and sixth groups of Peace Corps Trainees (approximately 50) will be arriving in the Czech and Slovak Republics for their Pre-Service Training on July 10, 1993. Currently, there are about 76 TEFL Volunteers and 13 environment Volunteers in both republics.

HUNGARY

English Drama Festival

Peace Corps/Hungary Volunteers Timothy Waters and Christine Rockwell have organized the second annual English Drama Festival. The festival's goal is to help children use their newly-learned English in an applicable manner which is fun, competitive and challenging for English students at the national level.

This year's competition was more extensive than the previous year. Four regions of Hungary entered students from their secondary schools to compete. In addition, groups from Slovakia and Romania participated. For months before the festival, groups from over 70 schools prepared and practiced their presentations. Approximately 1,000 students participated in the first round of the contest which was held at the four regional sites from March 19-21.

The finals, which included over 100 productions, were held in Vac, Hungary from April 2-4. Judges included Peace Corps staff and the U.S. Ambassador. Assistance for the festival was provided by the Peace Corps Partnership office and USIS.

KAZAKHSTAN

Arrival Dates

The first staff members arrived in Almaty, Kazakhstan in January to organize programs in TEFL and Small Business Development. The first group of 50 Volunteers will arrive on June 5.

KYRGHYZSTAN

Off To A Start

The first staff members arrived in Bishkek, Kyrgyzstan in February to organize a TEFL program. The first group of 25 PCVs will arrive in mid-June.

MALTA

A Consumer Affair

PCV Alice Deaton, as Malta's representative, recently attended a consumer affairs conference held in Washington, D.C.

Alice is working in cooperation with Maltese counterparts to develop Malta's Department of Consumer Affairs. Alice attended the



Morocco PCV Mike Courtney restrains a cow as her hooves are trimmed in this Best Photo by PCV Amy Volz.

conference to gather information and educational materials.

MOROCCO

Health Training

Health and sanitation Volunteers in Morocco participated in an in-service training with their counterparts in early May. The health and sanitation Volunteers will be joined in July by the first group of Volunteers in Morocco's new Maternal and Child Health project.

POLAND

Vice Presidential Visit

Peace Corps/Poland had as its special guest Vice President Al Gore on April 20, 1993. Gore was in Warsaw on his first international trip since taking office. There to commemorate the Ghetto Uprising 50 years ago, he also took the opportunity to familiarize himself with Poland's environmental concerns. The American Embassy designated Peace Corps as the leading expert in this area, and Peace Corps organized a mini-conference at the Peace Corps office made up of 40 leading environmental experts. Gore joined the group briefly, conducting a 20-minute question and answer session before going on to discuss Peace Corp's programs with Country

Director, Tim Carroll, APCD Jan Karpowicz and others, and then shook each staff person's hand before leaving.

PCVs throughout Poland—and the Czech and Slovak Republics as well—helped organize a wide range of environment-related activities in schools and in their local communities to celebrate Earth Day.

There are currently about 258 Volunteers in Poland, with 165 focusing on teaching/training teachers in English as a Foreign Language, 25 Volunteers working on environmental projects and 68 in the area of small business development. The POLAND 7 group made up of 60 TEFL trainees left for Poland on June 9 for their Pre-

Service Training in country.

ROMANIA

"We Shall Arise"

Volunteers in Romania have initiated a number of interesting secondary projects. TEFL PCV Dan Schatt has created a publication for students of English. The short stories and poems in the publication are written exclusively by Romanian students. The title, "We Shall Arise," was voted on by all the students submitting works.

The overall goal is to give the younger Romanian generation a voice—a means to express themselves in a society which for decades had no concept of individual expression. Additionally, it is an exciting way for students to write in English, develop their English expression and work together on a project.

The second goal of the publication is to bridge the gap between Romanians and the West. The publication will be made available to organizations that have English resources and to educational institutions.

RUSSIA

A Volunteer's Dream Fulfilled

In mid-February of this year, 50 Trainees in the Russian Far Eastern city of Vladivostok and 45 Trainees in the city of Saratov on the

Volga River, about 1,200 kilometers southeast of Moscow, were sworn-in as Volunteers. They are the first group of Volunteers the Peace Corps has sent to Russia, and they are working on small business development projects in business centers. Following the swearing-in ceremonies, the Volunteers departed for their job sites.

The Volunteers are still settling into their jobs and the Russian way of life. In a recent Volunteer newsletter from the Far East, one Volunteer, 54-year-old Peter Tarrant, writes about his feelings of being a PCV, especially his remembrance of President Kennedy's inaugural speech calling upon Americans to give of their time for the cause of peace. Upon hearing that speech, Tarrant's thoughts "...conjured up a far away island in need of development assistance. I was standing in the sweltering heat of my hut, peeling a freshly picked fruit with my Swiss Army knife. I dreamed great dreams of helping my impoverished village." The dream was real but it took 30 years for it to come to fruition.

"Last week I recollected this dream while thinking in the bathroom of my *gastinista*. Amazingly the dream was now reality, although I wasn't sweltering in the tropical

heat, but was living in a large seaport, which only a few years ago was a proud, clean and well supplied metropolis. Today the infrastructure of Vladivostok is failing and there is a severe water shortage."

"The need for economic assistance still exists. It is not limited to third world countries. I am proud to be working in a country with many historical and technological achievements and happy my dream has been fulfilled."

Tarrant's observations about the old Soviet Union are fairly universal among the Volunteers in Russia, and they're all approaching their next two years with alacrity.

TUNISIA Energized

Youth development Volunteers in Tunisia recently completed an in-service training in renewable energy. Volunteers in this project work alongside Tunisian Youth Center staff to broaden the scope of activities available to young people living in rural villages.

YEMEN First Aid

PCV Judy Egan, assisted by PCVs Holly

Henderson and Janet Wollack, conducted first aid training for Yemeni women in the rural village of Thabee Aboose, Taiz Governorance. Judy developed a first aid booklet in Arabic for the training with the help of Health APCD Fran Preneta. The training was held in late April, and consisted of five days of intensive training for 45 Yemeni women from the village. The request for the first aid training came as the result of participation by Peace Corps Volunteers in a meeting of the Support Womens' Association of Yemen, based in Taiz. Peace Corps/Yemen plans to continue the first aid training in several other governorances in Yemen.

To celebrate International Women's Month, Peace Corps/Yemen and the American Womens' Association in Sana'a, Yemen, organized a symposium entitled "The Role of Women University Graduates in a Traditional Islamic Society." Peace Corps/Yemen Volunteers and some 150 Yemeni women professionals participated in the symposium, which covered the changing profile of women in Yemen, women's educational opportunities in Yemen and women professionals in the fields of medicine, agriculture and rural development. □

ASIA/PACIFIC REGION

(Continued from page 13)

were sworn-in on April 27 for the Agricultural Productivity Villages project. This project combines agriculture and small business development to create markets for agricultural products, addressing secondary and tertiary agricultural issues.

THAILAND

A Fond Farewell—and Warm Hello

Peace Corps/Thailand's Ginny Kirkwood finished her tour as country director at the end of March. She was responsible for the development of the HIV/AIDS Education Project as well as the PATSfication (programming and training project support) of Thailand during her tour of duty. Peace

Corps/Thailand received high praise from the Ambassador for the work and contributions of both Ginny Kirkwood and now Acting Country Director David Hanks. The new country director, Darcy Neill, who was formerly the country director in Morocco, will arrive mid-June.

TONGA

Plantology On Pesticides

PCV Allen Tamara is working as a plantologist with the Government Research Station to study the capacity for control of damage to Tonga's crops by pesticides, a project with great potential for the environment and food production in Tonga.

VANUATU

On Its Own

In March and April, Chief Programming and Training Officer Peter Coursey and Associate Peace Corps Director John Usuramo visited Vanuatu to make programming decisions and to prepare for the opening of a separate office in that nation. The Vanuatu program is currently administered from the Solomon Islands. Vanuatu government officials are enthusiastic about Peace Corps assistance and cooperation. The next group of nine Trainees will arrive in November and will work in such areas as industrial arts instruction, small business advising, agricultural marketing and science teaching. □

NEWS FROM INTER-AMERICA

by Michel Holsten
Acting IA Regional Director
and
Chris Barton
Country Desk Officer



St. Kitts PCV Amy Rankin receives fashion advice from a young friend. Best Photo by PCV Michael Embesi.

As of June, the Inter-America Region has 1,638 Volunteers serving in 15 countries throughout the Western Hemisphere. Throughout the IA Region, posts are tightening their belts and consolidating their program activities to focus on the most innovative and effective projects. The Region's highest priority is to maintain its high standards of programming, training and Volunteer support in all of its active posts.

Departure of Chief Administrative Officer Rooney

After serving as chief administrative officer for the Inter-America Region for the past three years, Chuck Rooney left the Region's staff in early May. CAO Rooney did much in that time to upgrade and improve the Region's administrative and budgetary capabilities. She now serves as the new chief administrative officer for the EME Region. Her infectious humor and vast knowledge

will be greatly missed by the Region.

New Country Directors

Since the beginning of the year, several posts in the Region have received new country directors. Janet Simoni from Peace Corps/Jamaica has some 20 years of development experience, including a varied Peace Corps background. Previously, Ms. Simoni served as country director in the Seychelles, deputy country director in Sierra Leone and APCD for Administration in the Philippines. Prior to his recent appointment as country director in

Peace Corps/Eastern Caribbean, Jim Scanlon served as the Director of Peace Corps' Office of Recruitment. He previously worked as country director in The Solomon Islands in the Pacific and the Regional Chief of Operations in the old NANEAP Region. Diane Hibino has recently been selected as the new country director for Peace Corps/Bolivia. Ms. Hibino has much experience with Peace Corps in Bolivia and elsewhere. In the 1960s, she spent three years as a health sector PCV in Bolivia. Subsequent assignments in Peace Corps included stints as an IA Region country desk officer and as Division Chief of Human Services in the Office of Placement. Robert Arias was recently chosen to serve as the new country director for Peace Corps/Uruguay. Arias has returned to Peace Corps after some 20 years in domestic public service. He was a Volunteer, a language trainer and an APCD in Colombia during the 1960s and 1970s. Donald Peterson has just recently been named the new country director for Peace

Corps/El Salvador as Peace Corps re-enters that country for the first time in 13 years. He just completed a productive term as country director in Peace Corps/Bolivia.

New Regional Language Training Initiatives

As part of a comprehensive regional effort to improve language training and testing, Regional Training Officer Neil Bacon organized a Language Coordinator Conference in Miami on March 29th through April 2nd. Participants included language trainers from posts through much of the Inter-America Region. In June and July, various posts in the IA Region will host a series of ACTFL Language Tester Training Workshops in cooperation with the Educational Testing Service. These trainings are designed to upgrade the skills of local language testers in Guatemala, Honduras, Ecuador, Dominican Republic, Costa Rica and Paraguay.



SBD PCV David Lord piggybacks street children in Rivera, Uruguay. Best Photo by PCV J. Michael Nehrass.

NATIONS AT A GLANCE

EL SALVADOR

Returning After a 13 Year Absence

More than 32 years ago, the government of El Salvador first requested Peace Corps Volunteers.

In 1979, Peace Corps made the decision



Paraguay PCV Sally Anne Duffy acts out her translated version of, "Where The Wild Things Are." Photo by PCV Jean Dressler.

to suspend its operations in El Salvador due to security considerations. An invitation for Peace Corps to return to El Salvador was extended by the Salvadoran Government in April 1993 following the negotiated end of the prolonged conflict.

Donald Peterson, the new country director for El Salvador, is scheduled to arrive in-country in June to open the Peace Corps office in San Salvador. The first group of transfer extension Volunteers will arrive in September and November 1993, followed by a second group of 25 Trainees in February 1994. These Volunteers will be working in two sectors: natural resources in parks management and agro-forestry, and small business development in rural development projects and community banks.

CHILE

An Auspicious Start

Peace Corps Chile's urban development/municipal management program is off to an

auspicious start with the presence of two Volunteers, PCVs Richard and Mary Ann Wanush, who were initially assigned to the small business program. Both PCVs, as it turned out, had substantial experience and graduate training in public administration and urban planning.

After much consultation, Peace Corps Chile opted for beginning the municipal program in conjunction with the University of Bío Bío and the Corporation for the development of Bío Bío, both located in the city of Concepcion, approximately 400 miles south of Santiago. Seven additional Volunteers have been requested for this program in the Summer FY'93 training class. While two PCVs will be assigned to the University of Bío Bío's graduate

program in city management, other PCVs will be assigned to various educational programs dealing with local government in Chile. Peace Corps/Chile anticipates the municipal management program to involve 14 or 15 PCVs throughout the country.

EASTERN CARIBBEAN Ecology and Education

St. Kitts PCV Thomas Honabrink is assigned as a conservation officer to the South-East Peninsula Land Development and Conservation Board. St. Kitt's Southeast Peninsula was accessible only by boat until 1989, when a new road was completed (compliments of USAID). PCV Honebrink's duties focus primarily on the marine and coastal resources. He has begun various environmental monitoring projects. They include: beach profiles, sedimentation measurements, marine mapping, reef monitoring, environmental sensitivity indexing and biodiversity studies.

PCVs have served in St. Vincent and the Grenadines since 1967. Currently eighteen PCVs work primarily on education projects. Perhaps the centerpiece of Peace Corps programming in St. Vincent is the Secondary Education Science and Mathematics Project. The goal of this project is to help the Ministry of Education achieve the capability to provide an adequate number of trained science and mathematics teachers for St. Vincent's 21 secondary schools.

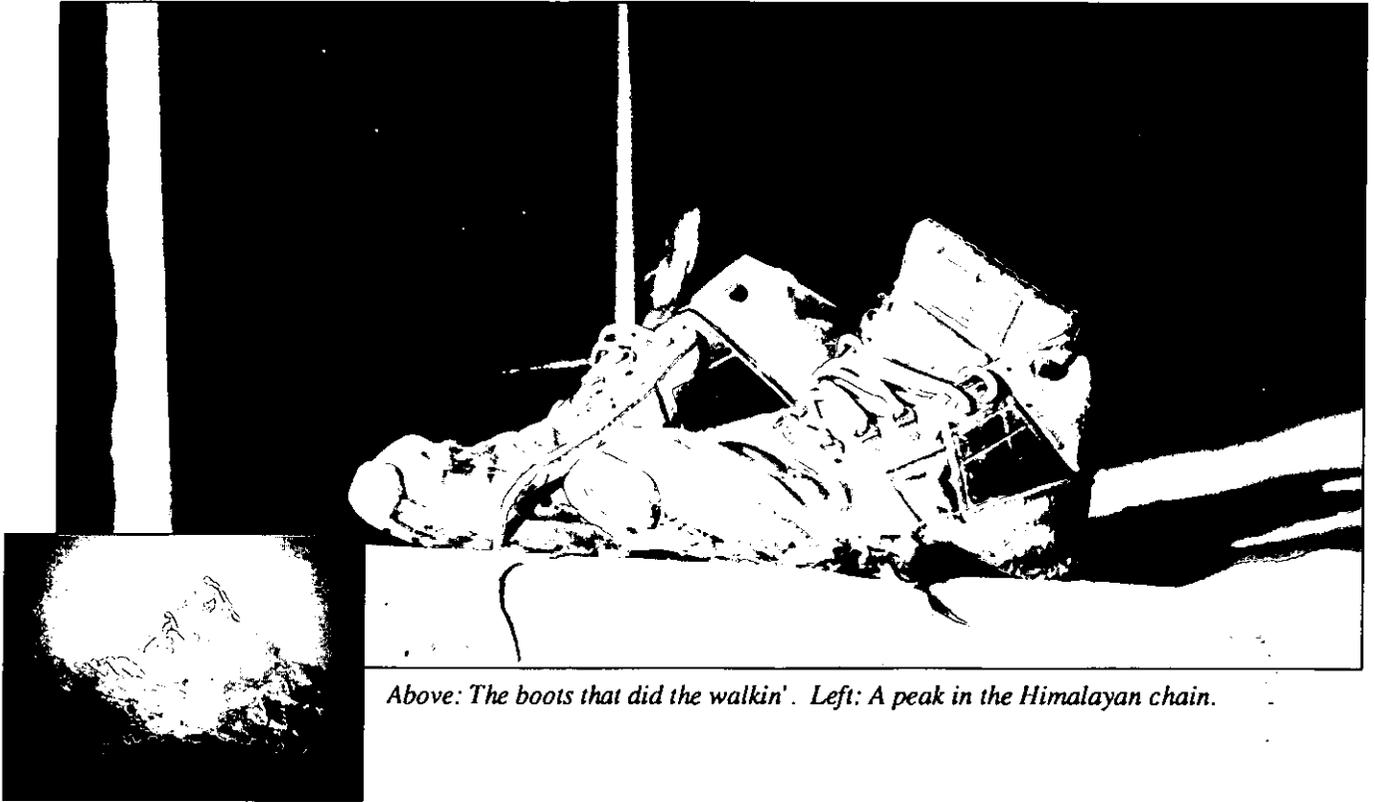
PARAGUAY

Programming Officer Adams' Visit

Regional Programming Officer Randy Adams recently visited Paraguay to conduct a series of training events and project evaluations with APCDs from Paraguay, Uruguay and Argentina. The primary focus of PO Adams' visit was to conduct a thorough assessment of Peace Corps/Paraguay's programming strategies and priorities. Adams learned about Peace Corps/Paraguay's unique cluster concept for Volunteer placement, the post's innovative programming and training strategies, its extensive use of Volunteer sector coordinators and the post's integration of secondary projects into Volunteer work activities as a complement to overall project plan efforts. □



School boys hangin' out in Grenada. Best Photo by PCV Sheila McElroy.



Above: The boots that did the walkin'. Left: A peak in the Himalayan chain.

Shoes And Service In *Nepal*

by Will Newman
Country Director, Nepal

The fall of 1963 was a beautiful time to arrive in Kathmandu with nearly 40 other new Volunteers. We had met three months earlier for our training at the University of Oregon and had become a

community of learning and suffering, or so we called it. Finally getting to Kathmandu on DC-3s from New Delhi was like a dream come true. We were the second Peace Corps group to come to Nepal, and we found over the next



The author and PCV Terry Shaw share some morning tea and biscuits.

two years the thrills, challenges and disappointments that Volunteers face all over the globe. We left behind wonderful friends in Nepal, a land of uncommon beauty and splendor, a place where subsistence farming occupied more than 90 percent of the diverse ethnic and linguistic regional populations, the world's only Hindu kingdom and a place of enchantment in spite of poverty and disease.

Last winter my daughter and I flew into Kathmandu on an Airbus from Thailand. After nearly 20 years away, I was returning to become Peace Corps Director in a Nepal that I was to find both troublesome and reassuring in many surprising ways. That first sunny December afternoon gave way to a cold night, far colder than I remembered. But the very first evening I saw an old, dear Nepali friend whose warm greeting reminded me of good times past and hinted at good times ahead.

My challenge was to fill the chair and shoes of Peace Corps Director, Jon Darrah (now in Moscow), who had somehow kept the 130 Nepal Volunteers safe at work during a protracted and successful Peoples' Movement, which eventually restored democracy here after more than 30 years. Jon had quite obviously developed a wonderful relationship with the Nepali and American Peace Corps staff, who graciously answered my every call for help and counsel. I knew to

expect a binational staff, but I had not anticipated how well the staff worked together or how skillful and richly experienced the group would prove. The staff provided my first great sense of reassurance.

By contrast, I found the domestic political situation troublesome. The national elections had taken place, and the interim government had given way to a Prime Ministership, a bicameral legislature whose lower house seemed bent on endless recriminations and rhetorical posturing, and a civil service whose members seemed as uncertain about national policies as about their own jobs. Local elections were to occur in May and June (they actually passed without major incidence), and in April national strikes and other disturbances seemed to threaten the very fabric of society. Fortunately, Nepal has remained quite peaceful since the local elections, and though there remains much to divide the ruling Nepali Congress Party from their Communist opposition, everyone seems to understand that the main task now is reducing poverty, especially in the rural areas. A very poor monsoon (really a drought in many southern districts) has signaled anew the need for concerted action in Nepal to assure discernible and steady improvements that are so needed by the people and so important for political stability.

Peace Corps/Nepal is a fine community of Volunteers, their Ministry hosts, their

supervisors and co-workers, and the Peace Corps trainers and staff who prepare them for, and support them during, their two years of service. The Volunteers in Nepal remain committed, individualistic, confident, supportive of one another and just plain impressive. They live and work in remote, rural villages in the high hills and in the flat, southern Terai. They also work in most of Nepal's 36 municipalities, many of which are gritty border towns with unreliable amenities and mainly hot climates, whose residents include numerous recent arrivals looking for scarce jobs. It is in these difficult settings that Nepal Volunteers teach (math, science and English), train teachers, work to develop forestry user groups, train nurses, work to maintain village water supply systems, extend fresh-water fisheries techniques to poor farmers, assist with urban planning initiatives, serve in diverse agriculture projects and work with women and their small children on health and nutrition issues.

During my first month in Kathmandu, I talked individually with two dozen Volunteers who were concluding their service. I found them intelligent, warm and a bit angry. There was a sharp contrast between what they had experienced personally and culturally and what they'd achieved professionally. Real disappointment with accomplishments were not just unrealistic expectations. These were Volunteers who came to serve, who came to work. Many of them faced job situations they deemed unworkable due to budget or supervisory shortcomings, and some blamed Peace Corps for not anticipating their job problems. Nearly all, though, shared story after touching story of their village families and friends and of the sharing kinds of relationships they developed with other Volunteers. All thought the time here was worth the effort, hardship and disappointment, and all had strong, specific ideas about making improvements in what we do and how we do it. If being impressed isn't reassuring, I don't know what is. I was dealing with the kind of caring and commitment which has long been the engine of Peace Corps service.

In 1964, as a Volunteer, I drove a jeep with another Volunteer from Kathmandu to New Delhi. There was a Peace Corps/India then, and the Nepal program had an excess

vehicle which was greatly needed to our south. That drive turned into an adventure, beginning with five hours of hairpins along the 100 kilometers of mountain road through the high hills to the south of Kathmandu. My first field trip as director took me over the same road, at the wheel once again of a jeep with a right-hand drive across the mountain road that might (if possible) have been worse than on my first trip. The real surprise came the next day as we drove east along a country-wide highway that didn't exist those many years before. In a small road-side village called Lalbandi we visited Forestry Volunteer Dave Kleiber. About to conclude his service, Dave and his village friends had managed to expand the local school by three rooms, construct a safe well on the school grounds, build pit latrines on another corner of the school property and undertake a number of other "community development" projects, some using seed money from Small Project Assistance funds available through USAID. These were just secondary projects, mind you. I was later

enlightened with some gentle teasing: "if a forestry Volunteer could get villagers working together, imagine what an education Volunteer could do!"

On the same trip we met three Volunteers in a near-by town, a place very near the India—Janakpur border, with large temples, markets and even several private schools for preschoolers. Bill Salisbury, an urban planner, works directly in the municipality office.

Yet, he was then engaged in collaborating on a play aimed at introducing new concepts to clean the many large ponds in the town. Young Chang, a civil engineer, had just been posted at the large fisheries research and training complex in Janakpur. The staff was glad to have her, but we needed to talk about

districts, whose people probably travel more frequently to the large north-Indian cities than to Kathmandu. I had spent considerable time there in earlier years, when we moved about mainly on foot. This time around, Renee Thakali, an associate director (and collaborator on this article), and I did a two-

week, fly-drive (Hertz has nothing on Peace Corps/Nepal!) trip to the area for a small regional Volunteer conference and visit with some of the Volunteer posts. The conference was in the hot, dusty town of Dhangari, where the electricity has been known to run for 24 hours continuously, but certainly not during our stay. The area Volunteers had seldom been visited, and yet they displayed an uncommon affection for the far-west, which everyone knows to be poor, remote and conservative. Paige Lucas, a 3-year Volunteer, set the regional Peace Corps tone in her quiet, confident and humorous way. She lived in a hill station we visited called Dadeldhura. She had a pronunciation for the place that none of us could match, and she

lived with a boisterous Nepali family that she called the "Louds." Paige and the family's mother had a strong bond, in spite of the noisy children, and the Volunteer's leave-taking (she had reached the end of tour) was exceedingly moving—Paige in the front seat of the jeep and her Nepali Ama weeping and waving from the path.

The district beyond Dadeldhura, Baitadi, is home to Volunteer Terry Shaw, who teaches



Lalbandi girls and boys in their new classroom. Furniture is being built to complete the scene.

“That drive turned into an adventure, beginning with five hours of hairpins along the 100 kilometers of mountain road through the high hills to the south of Kathmandu.”

a more workable balance between her work at the facility, which they valued highly, and her work with the farmers, which was to be the primary focus of her job. Joe Krueger, another forester, was spending time in a village that needed help installing a new engine (fed by bio-gas and/or diesel) to husk rice and provide lighting to village homes. Impressive, indeed.

Far-western Nepal is a group of nine

math in the village school of Gajuri. Terry is distinguished not only by a sunny personality and solid teaching skills, but also by his shoes. He'd been at post for less than a year, and in those few months he had nearly walked his lightweight boots right off his feet. As I followed him for two hours along the trail to his village, all I could look at were those flapping boots and the socks that would never survive the trip. When reminded that Peace Corps will reimburse him for a new pair of boots, Terry seemed more interested in making tea and showing the attendance marks and quiz scores in his teacher's book.

Terry lives in one room of a low building not far from the school. The school, which has a tin sheet roof, had been just a shining dot in the distance two or three hours earlier. "There's my school right in the saddle between those two hills," Terry had said as we began our walk to Gajuri. In the fading afternoon light (there is no electricity or running water in the area) I sat outside his room resting and watching the opposite hillside, where farmers using traditional methods were plowing and leveling their terraced, fallow fields.

In that peaceful setting I wondered if the problems PCVs contend with in 1993 are any different really from those the first group confronted when the first Volunteers set foot into this isolated, Himalayan kingdom in 1962. Had the nearly 3,000 Volunteers

made significant contributions, and could the rapid political changes (local elections were to be held at the Gajuri school the next day) bring a better day to the Nepali people whom Volunteers have regarded so highly for 30 years? This much is sure: wherever I go in Nepal, I meet a Nepali who once had a Volunteer teacher in school. All around me today I walked through fields of wheat, growing on steep, hillside terraces. For years, certainly throughout the 70s, PCVs worked to introduce wheat as a new dry season crop to supplement food supplies in areas with chronic food shortages.

A second wave of Volunteers in Nepal worked on rural construction projects, building dozens of bridges to replace rickety and dangerous bamboo ones spanning deep gorges. Almost every major village now has a water system built with the help of PCVs and villagers, who volunteered hundreds of days of free labor carrying heavy loads of pipe and cement donated by UNICEF to remote building sites. While PCVs haven't accomplished these projects alone, their work has made a real difference, as has the work of the

many Nepali counterparts, who have become Volunteers' fast friends. Over the years, they and many hundreds of other Nepalis have inspired Volunteers with their dedication and have guided new Volunteers through the complex, and often informal, systems that make Nepali society so unique.

I feel a great sense of reassurance, watching Terry speaking wonderful Nepali with two wide-eyed, tangle-



Volunteer Paige Lucas and her Nepali "Ama."

haired kids peeking through his doorway, that America's new generation, like those before, has its good share of caring individuals willing to serve and help strangers on the far side of the globe. It's obvious that Terry seems comfortable, though sometimes lonely, no doubt, in his remote village setting. His room is simply furnished with a wood bed, table and chair. But he has decorated his walls with murals and reminders: there's the VCR, TV and even a pay phone, whose black body is a wonderful recycling of battery carbon and whose "caller" is a young man from America with such a vision of hope that he could wilt the most studied cynic. It is little wonder that the headmaster, a youngish man from the local area, beseeches us to send him another Volunteer "just like Terry" when our Volunteer host leaves Gajuri to become a teacher trainer during his second year of Peace Corps service in Nepal.

Country Director in Kathmandu for almost two years, Will Newman spent 20 years in California, 20 years in Washington, D.C. and 10 years overseas (mainly with the Peace Corps in Nepal), leaving him, according to friends, confused about roots, impatient with government and unrealistic about steep trails. On a recent two-week trip to visit Volunteers in the high hills of western Nepal, even his sturdy leather boots couldn't prevent significant phalangeal battering. Newman has (perhaps) finally learned that, "mind over matter," does not always prevent sore toes. □



APCD Renee Thakali and PCV Dave Kleiber at the Lalbandi Cooperative Tree Nursery in southern Nepal.



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HIV is the virus that causes AIDS.

AMERICA
RESPONDS
TO AIDS

“Ground Zero”

by Kristin Wennberg
Public Affairs Specialist



Photo by Carolyn Weisen

PCV Michael Conaboy confers with the Chief of Technical Services from the Mayor's Office in Sassandra, Côte d'Ivoire.

What has 1,400 legs, 700 heads, helps keep the soil from eroding, encourages biodiversity, promotes the growth of new trees, and is found in over 60 countries around the world? No, it's not

some kind of ecologically-friendly insect. It's the collective body of Peace Corps Environmental Volunteers, who are working from Argentina to Uganda to save the earth through environmentally sustainable development projects.

Even before there was Earth Day, there were Peace Corps Volunteers working for the environment. In fact, conservation of natural resources has been a part of Peace Corps programs for over 30 years. And even before an Earth Summit was convened to discuss the impact of development on the environment, Peace Corps Volunteers focused their efforts on this most crucial element in the fight to save the earth. Working at "ground zero" — the local and regional level — Volunteers can collaborate with community members on development projects that make wise use of natural resources and encourage an appreciation of the environment. It's these grassroots projects that have proven to be the most successful in the environmental cause. By appreciating the cultures of their host-country counterparts and understanding the ecosystem around them, Volunteers can design projects that reflect the needs and values of the community, and affect behaviors and change attitudes in meaningful and lasting ways.

The success of environmental sector programs is due in part to collaborations with other government agencies and with non-governmental organizations. For the past 30 years, the U.S. Agency for International Development (USAID) has helped support Peace Corps' environmental projects with direct material, technical support and financial aid. For example, since 1980, USAID has invested \$7.2 million in the Forest Resources Management program. USAID support has also been a crucial element of Volunteer projects in Central America, Niger, and Ghana. In addition to USAID, Peace Corps has collaborated on Volunteer projects with the Environmental Protection Agency, the Department of Agriculture, the Department of the Interior, and the State Department. Private sector help has come from the World Wildlife Fund, The Nature Conservancy and the World Resources Institute.

Today environmental programs are among the fastest growing at Peace Corps. In FY'89, Environmental Volunteers comprised eight percent of the total Volunteer force; in FY'92, they made up almost 14 percent. With over 700 of these Volunteers in the field today, Peace Corps has one of the largest environmental work forces of any international development organization. Traditionally, Volunteers have focused on reforestation, soil conservation, and protection of biodiversity, but have expanded their role to include projects focusing on solid waste management, urban environmental management and environmental education curriculum development. In fact, environmental education has become the fastest growing program area as Peace Corps seeks to integrate environmental awareness into all Volunteer projects. Forestry remains the largest program area, however, involving about two-thirds of the environmental Volunteers.

Volunteers working on forestry extension and forestry management projects have to deal with one of the most severe problems in the developing world. As populations expand and the race toward development quickens, forests are being wiped out at an alarming rate. Deforestation not only cuts into the supply of wood used for heating and cooking, it also causes soil erosion, watershed destruction and loss of critical species and plants. Peace Corps Volunteers are helping communities to better understand the impact that trees have on their well-being.

Volunteers in Benin, for instance, have helped plant trees that not only provided firewood and lumber for villages, but produced fruit for consumption and sale and fodder for livestock. In Lesotho, Volunteers are planting trees to provide fuel for schools and giving advice on species selection, tree spacing and planting techniques which



Photo by Carolyn Watzon

PCV Chris Taylor inspects construction of ventilated improved pit latrines in Tabou, Côte d'Ivoire.

maximize water catchment to villagers who buy trees at a newly established nursery. Peace Corps forestry projects in Senegal are teaching women — who are usually responsible for gathering the wood used for heating and cooking — how to raise tree seedlings for fuelwood and income generation. In Costa Rica, Volunteers are helping farmers re-plant native trees along riverbanks that had been cleared for animal grazing in order to prevent those water sources from running dry during the dry season. PCV Brian Barger has taught villagers all over Nepal how to build fuel-efficient cook stoves that use less firewood and produce less smoke than the traditional open fire stoves.

Peace Corps Volunteers are also working with forest wardens and rangers to promote sustainable forest management projects. Volunteers in Grenada, for example, assist the Forestry Department with a method of secondary growth forest management called "line-planting." Mahogany seedlings are

planted in lines among natural forest growth, which provides the seedlings with an ideal atmosphere in which to grow. As the mahogany seedlings mature, they help provide a closed canopy that in turn encourages the ecosystem of the forest, which helps keep the natural growth healthy. As a result, communities benefit from the forest products provided by the natural growth, and from the mahogany trees once they reach a harvestable size.

Even as it takes time and the right kind of environment for these tree seedlings to grow, it also takes time and the right atmosphere for new ideas and techniques to catch on. This is why education is such a critical component of all environmental sector activities. Volunteers are involved in a host of education activities designed to teach the benefits of environmental protection and break down outmoded ideas of development. One Volunteer working in Benin asked elementary school kids to draw three pictures of their town: What it looked like in the time of their grandparents, what it looks like today, and what it might look like in the future. The pictures they drew of their future town had fewer trees. Unfortunately, these students equated fewer trees with economic progress, not with environmental damage.

Volunteers are working to educate students through their work in the formal education systems. In Comoros, Volunteers have teamed up with their counterparts to train primary school teachers how to incorporate environment content into lesson plans. In addition to providing teachers with the latest information about environmental issues affecting Comoros, Volunteers are also encouraging them to use new and innovative teaching techniques to promote their environmental message to students. Volunteers in the Solomon Islands are working with a Japanese volunteer organization to produce videos about local environmental issues that can be used in the classroom. In conjunction with the Belize Ministry of Education, Volunteers there have produced three new environmental educa-

(Continued on page 27)

“How Many Lawyers Does it Take to Clean Up the Environment?”

by Paul Bubbosh

A lawyer in the Peace Corps? I get asked this question by everyone. Usually I try to deflect its impact by saying that I first applied to teach English in some small African village. In fact when I applied to the Peace Corps, during my third and final year of law school, I wanted to get as far away from the legal profession as possible. When I received the offer to work in the field of environmental law and still serve as a Peace Corps Volunteer, I just knew I couldn't pass up the opportunity. But I remember the words of my recruiter, “This is not a typical Peace Corps assignment.”

One year later I work for a private, non-called CEDARENA. In Environmental and Center. It is based in up of about seven students. We work environmental legal ure to indigenous materials.



The realize the truth in those words. I governmental organization English it stands for the Natural Resources Law Costa Rica and is made attorneys and five law on a variety of issues, from land ten- rights to hazardous organization functions on a grassroots level to educate and research issues dealing with environmental laws and the sustainable use of resources.

The lawyers and law students work in groups on different independent projects and the office serves as the meeting center. The office, actually a big house converted into separate offices, holds about three lawyers or law students per room. Typically, each room is devoted to a single project. There's the “Indigenous Room” where the staff works on educating and training Indian groups about their legal rights. I work in the “Hazardous Materials” room. This project began as a legal study on the framework of hazardous material laws. The goal is to determine whether the laws in Costa Rica are equipped to adequately prevent or handle a technological disaster. I have concentrated my work on the area of pesticides. I compile the laws, interview the responsible officials, study the strengths and weaknesses of the laws, write a comparative legal study, and try to draft more effective laws. Of course, as a PCV, things don't always run so smoothly.

When I first arrived here a year ago I had only a vague notion of my role. I was supposed to work on a specific project which never materialized. Everyone was too busy to explain what I might do next, and they were probably a little worried about how to handle this newly arrived Volunteer. No one handed me a work assignment. I was told I could work as an independent lawyer on my own projects, or join an already existing project. I took a deep breath and jumped in head first. Since then it's been a non-stop free fall. I started with a non-legal education project to train other PCVs in watershed management. Afterwards, I began projects on litter control laws, indigenous rights comparative legal study, hazardous materials legal study, and publishing the first Central American journal on environmental law. I have this long mental list of projects I want to complete before I leave, including studies on noise pollution, coastal zone management, and bringing local communities and chemical industries together to exchange information and

develop emergency response plans to technological disasters. The best part about being a PCV here is that I don't have to rely on funding from a particular project. Therefore I'm free to work independently and can pinpoint certain areas that I feel need attention.

By far, the most frustrating part of my job is the lack of available resources. A simple study on litter control laws required a three month wait while the U.S. laws were being sent to me. In fact, a large part of my role is to cultivate my U.S. contacts to get the necessary information. Many times I've called upon my family and friends to send me the legal information. What I bring to CEDARENA is not so much my legal skills as it is my ability to work in a larger setting.

When asked about the role of lawyers in the Peace Corps I can't help but think of the incredible opportunities. Essentially its role should be that of any other Volunteer: find a community or organization with a need and fulfill the need. The program should work to create a balance between the grassroots community experience inherent with many Peace Corps assignments, and the greater opportunity to effectuate changes on a national and international level. Living in the capital of Costa Rica, I have access to more information, expertise, and personnel. I can also get the information a lot faster. The fear of losing the Peace Corps "experience" is real. When I visit my Volunteer friends, they are recognized on the streets on a first name basis. But Volunteers in technical positions, such as mine, have an opportunity to serve as coordinators of large scale projects involving other Volunteers, country nationals, and international participants. Peace Corps should utilize and implement technical Volunteers in central locations to support other PCVs outside the central zones. In addition to serving their host country nationals, these PCVs can help facilitate the cooperation among Volunteers within one country, and possibly work to create a greater cooperation among other PCVs from other countries.

Since writing this article, Paul Bubbosh's position at CEDARENA has skyrocketed into new dimensions. He has just recently wrapped up a report on Costa Rican pesticide laws and has now begun a new project on air pollution in San José with hopes of transferring some EPA technology to Costa Rica. Overall, Paul hopes to bring a greater awareness of environmental issues, on the legal side, to a developing country that faces serious environmental harms. He says that in the area of fundraising, although he was unable to secure funding, he successfully mastered the art of both proposal writing and schmoozing. Paul plans on continuing with the Peace Corps working for the legal movement in what he sees as a new face of the Peace Corps. Along with the other Volunteers in rural sites, he makes up the fabric of the Peace Corps family. □



Bubbosh (2nd from right) with the staff of the Environmental & Natural Resources Law Center.

(Continued from page 26)

tion manuals for upper primary teachers focusing on wildlife, land use and pollution. They have also organized education workshops throughout the country to train teachers how to use the manuals and develop creative lesson plans. Sometimes the Volunteers become participants in these innovative learning sessions. One Belize Volunteer slipped into a life-size Toucan costume to play "Rainbow," the national animal of Belize. After hopping and flying around as part of a lecture on wildlife and conservation, PCV Gail Robinson removed her costume to the shock of the children.

"The little kids thought I was a real bird, so when I removed my costume, the children circled around looking at me as if I were half human, half bird," she said. "Some reached out and touched me while whispering, 'Rainbow, Rainbow, I'll write you' and 'I won't shoot birds with my slingshot anymore.' I didn't say anything because I didn't want to break the spell for them or for me."

Environmental Volunteers are not the only ones spreading the environmental message in the classroom. Education Volunteers, which comprise more than 40 percent of all Peace Corps Volunteers, have begun integrating environmental awareness into their math and science lessons and TEFL programs. Through the education sector's teacher-training programs, Volunteers are also teaching host-country educators ways to incorporate environmental awareness into their own curriculums. In Hungary, for example, 50 Hungarian teachers will receive training in environmental education methodologies by the end of 1994. These efforts are important in regions such as Central and Eastern Europe, where Volunteers teaching eager students the English language can focus attention on the local environment that has been neglected for almost 50 years. And worldwide, with more than 2,000 education Volunteers working in almost every Peace Corps country, there is the unique opportunity to have a



Photo by Heilmann Dreyfus

PCV Mary Courtney and Science Youth Club students test water in Vac, Hungary.

direct impact on the decision-makers of tomorrow regarding the preservation of natural resources.

Environmental education also takes place through non-formal activities, such as demonstrations, field trips, youth group events and community outreach efforts. Lesotho Volunteers have organized an environmental fair, developed environmental awareness programs for their local communities and set up recycling programs with the help of a local brewery, schools, businesses and tourist lodges. One Volunteer in Thailand helped form a drama club that performs "mini-plays" about the effects of deforestation, pollution and the loss of wildlife. This group of 31 young women use entertainment and interaction to get their environmental message across to students throughout that country. In Honduras, Volunteers have established environmental resource centers to house relevant information for teachers, students, youth groups and environmental organizations. They have also taken on the field of public relations, encouraging journalists, editors and radio announcers in that country to pay more attention to environmental issues. Volunteers in Jamaica

regularly compose and distribute environmental newsletters, conduct demonstrations, lead nature hikes and plan special events with the help of the government and private environmental groups.

The education component also extends into another environmental program area: The protection of national parks and biological diversity. In Bolivia, Peace Corps Volunteers working on protected area management strategies are educating the communities around the protected areas on environmental issues and creating exhibits on nature for the museums. One Volunteer working in the Tatra National Park in Poland is helping start an ecological education program in an effort to save the forests that are dying due to air pollution and acid rain. In Argentina, where pressure to exploit that country's mineral and timber resources threatens the Nahuel Huapi National Park, Volunteers have developed education programs, guided nature trails and interpretive exhibits in the visitor center to raise awareness about the importance of the national park system. Park workers in Burundi have been trained by Volunteers to record wildlife data, effectively patrol routes, and articulate the basic ecology of their assigned parks to visitors.

Sometimes education means learning from the people. Peace Corps Volunteers have studied the effects that protecting land under a park system has on the communities. In Nepal, for example, national park managers looking for ways to protect biodiversity and increase tourism often came in conflict with the needs of the local people. After the Shey Phoksumdo National Park was established, communities were moved out and the local people were forced to stop using the pastures for their herds of yaks. After researching the situation, Peace Corps Volunteers issued a report that is now being used by park managers to develop a park plan that considers the natural resource needs of the local community and includes their participation in conservation activities.

Again, it's the ability of the Volunteers to understand the cultures and values of local communities that enable these plans to work. In Uganda, one Volunteer is working with local communities bordering a new national

park that is home to endangered mountain gorillas to help them understand the long-term benefits of the park. PCV John Dubois is training local citizens to work in the park and is helping community groups identify potential income-generating activities such as craft shops and guest houses for tourists. The goal of his project is to enable the local community to benefit from the park, ensuring wise management and long-term sustainability. His work is reflective of other Volunteers working to incorporate eco-tourism into national park and wildlife management projects.

In their endeavors to preserve protected lands and ecosystems, Volunteers' work often extends beyond education. Working with their host country counterparts, Volunteers also identify and survey potential preserve locations and conduct studies on indigenous flora and fauna. Those working in the wildlife management programs take biological inventories, study species, and introduce habitat recovery and management plans. Threatened and endangered species have benefited from Volunteers' promotion of

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Photo by Carolyn Watson

PCV Jennifer Jones teaches students to plant trees as part of an environmental-ed program in Sassandra, Côte d'Ivoire.

FIELD BOOK

A collection of Peace Corps
Stories, Poems, Recipes, Postcards,
Photos, thoughts, helpful hints
& other discoveries from the field.
Send us your fieldbook entries!

"Monique"

by PCV Jack P. Kuehn, Gabon

—November 17, 1992—

In the best French we could muster, we asked Monique one day if we could eat dinner with her and the children in the cuisine. A look of shock flashed across her face. She made the "AAEEHH!" sound, and her "AAEEHH!" spoke volumes. "Ce n'est pas possible," she laughed shaking her head. It is the custom in this part of Africa for the wife and kids to eat in the kitchen, and the husband and guests in the dining room. But we weren't really guests, Monique was our "mama en ville."

Pat, my wife, is an architect and I am a construction manager. We came to Africa with the Peace Corps four months ago to build schools. The first two months in Gabon were spent in technical training during which we built a small three room school in Bandi. Bandi is a village of about 200 people in central Gabon and part of their contribution is to provide us with room and board by taking us into their homes.

Monique's husband, Antoine, has always been active in village politics, and Monique in village life. Their two children, a boy and a girl, will be attending the school in a couple of years. Monique was happy to give up her bedroom so that Pat and I could move in. It was August 1991.

Although in her early 30's, and some 10 years our junior, Monique became our "mama." She stood a diminutive 5'2" with an always present and attractive, welcoming smile. She was very patient with our marginal ability to express ourselves in French as she proudly showed us, "our new home." There was no electricity or running water and the toilet and shower were located in sheds behind the house, but the place was spotless.

Her stove consisted of an open fire built in the center of three large logs which were laid out in a star pattern. She cooked all of our evening meals on it, and what exotic meals we had. Antoine would go into the jungle at night, his flashlight strapped to his head and return with a porcupine, antelope, gazelle or ant-eater. It was almost embarrassing the way she fussed over us,

and she was continually working on some special project or other. We watched in awe as she wove an intricately designed basket with reeds which she would grasp with her fingers and teeth and tear into identical thin strips. Clothes were washed in a small stream using a bar of soap and a brush. She did the laundry for all eight of us in training in addition to that of her own family. Most nights would find her pressing clothes by kerosene lantern with an iron heated by coals from the fire.

One day we asked Monique where she got her drinking water, the water we were having with our meals. It was a valid concern, as many of the health problems here can be traced to bad water. She took us back into the jungle, far up stream from the huts and the areas for bathing and clothes washing, way back, to a small stream of cool, clear, clean water. She took good care of us.

Another day Monique took us into the jungle to the family plantation, a plot of land about 100 yards by 100 yards in size. It was an hour's walk through steep hills and mountain streams. Once there, she showed us how to plant peanuts by sticking a machete into the ground, pulling it to one side, and dropping three raw peanuts into the hole. She made us feel like we really helped, though we knew the real work would come when it was time to carry the harvest back to the village in 100 pound loads on her head.

Close to the field, in the bend of a river, Monique showed us a small hut where they would stay during harvest time or just to get away for a while. She seemed to love the place, the planting, the kids playing in the river and even our being there.

When Pat got sick, oh how Monique fretted! It was only the flu, three days of fever and chills requiring bed rest. Whenever I would leave the house Monique would be there, very worried, asking about Pat's condition. The worried look was strange on that face I thought only knew smiles. She

asked Pat time and again if she wanted to go to the hospital. We found this concern to be somewhat excessive; after all, it was only the flu. I related the story to one of our instructors who informed us that Monique's reaction was fairly normal. He said, "A lot of times when people get sick here, they die." The three days passed uneventfully, Pat got better, and Monique was overjoyed.

Once, around the nightly campfire (the village substitute for television) we were point-



ing out constellations to our "family on ville." We mentioned that the sun was now shining on the town where we were from in America. Monique made the "— HI —" sound in total disbelief. It's not that Monique lacked intelligence, she was just not very worldly.

We left Bandi in October to start our two year assignment in Ndende, 75 miles away. Pat gave Monique a pair of earrings when we left. She loved them. We went back a couple weeks later to visit and took pictures of Monique and Antoine, of their family and of us with them, our "family en ville." Monique was so excited about the prospect of family pictures, a rarity here in Gabon. She wore the earrings that Pat gave her.

But, a lot of times when people get sick here, they die. And the following weekend Monique, our mama en ville, got sick and died.

Gabon is a small country with few people. The villages are tiny and not a lot of people knew Monique. But, we knew her and we loved her. She will always be what we remember best about Africa, her warm, welcoming smile and her "AAEEHH." □

Biker Mirage

by Mari Riley-Kresge

Mari, a familiar face in Peace Corps/ Washington, was in the Baltics in April and May, 1992 to establish the Peace Corps Medical Unit in Riga, Latvia. Upon her return, she participated in the Baltics Stagings for the TEFL and SED Volunteers. Mari's keen insights proved extremely valuable in preparing the Trainees for the the journey to Latvia, Lithuania and Estonia. Mari's enchantment with the peoples of all three republics is obvious. Her observations were generally quite positive and always interesting. One of her stories follows.

It was unsafe to call attention to yourself, in any way. It was unsafe to offer and help a stranger. It was unsafe to react or

show expression in public. Smiling was to be distrusted. It could mean "they" had something "on" you. It was unsafe to display your things in windows, to allow people into your home whom you did not know very well; they would see what you have and possibly cause problems for you later. I heard these truisms from people I met. Gray was the color of the skies and the hue within which people existed — it was safest that way. I learned through my own experience how deeply embedded these realities truly were.

I was walking from what used to be Lenin Park in Vilnius, Lithuania. Suddenly, I heard what sounded like the roar of a thousand lions coming from the street on the right. I stopped in my tracks and watched, in horror and in awe, as thousands of black-leathered-

jacketed motorcyclists roared by, waving flags with cross-bones, halting traffic for miles. The procession continued for 20 minutes without a break, without a sound or a move from any of the hundreds of people and cars who were witnessing it with me. I tried to catch their eyes — cast a questioning glance — at least share and acknowledging look that this was an unusual event... No one responded. When the deafening noise abated, and the procession had gone its way, people got into their cars and quietly drove away — as if it had never happened. I wondered if I'd been in a dream. I wondered what else they had witnessed in their lives that they had had to walk away from, seemingly unscathed, in order to remain anonymous...and safe. □

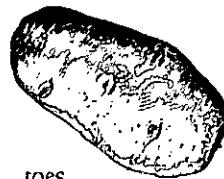
The French Fry Conundrum

by Arlene Mitchell

—October 1992—

Arlene Mitchell, Acting Country Director in Ukraine, gave a poignant glimpse into some of the pitfalls of thinking like an American, something 60 small enterprise development Volunteers will be facing when they begin training November 15 near Kiev.

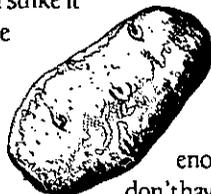
I had gotten the brilliant idea that some bright, young Ukrainian friends in this land of tons of potatoes could strike it rich by selling hot french fries on the street corners, or in small stalls or shops. The more I rattled on about the brilliant idea, the more I could tell they thought I was totally insane. But it makes such good sense! Potatoes, hot oil, a little salt...



No overhead, street food is very popular... Everyone loves potatoes... Why hadn't I seen any french fries in this country? They are popular all around the world, even in countries where potatoes are not grown.

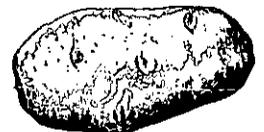
These are not their exact words, these young, bright, poor, talented, underpaid, overeducated, wonderful friends, but they are the heart of their words: "You don't understand. That's so American.

You think we can just set up a stand and cook potatoes. We aren't MacDonald's, you know! Where do you think we would get enough influence to survive? We don't have important enough friends. There couldn't be enough profit to pay our costs.



There is no way we could get the protection. It takes more than a good idea... Don't you understand? This is why we are frustrated. Please take your good idea, and leave us in peace. At least we now have a low profile, and we are only safe if we keep it that way."

And it still stings, two weeks later, that I was so insistent, and understood so little of their world; I was being so "American" that I could not see that if they were to pursue my idea, they could lose all hope for their country by testing out the french fries fantasy; losing their shirts and their dreams for a better future. □



What is Black?

by PCV Lindy Nelson—Grenada, West Indies

It started off like any other day in my job as a Language Arts Resource Teacher. Upon arrival at my school, I greeted teachers and began working on my current project. Shortly after the bell, Miss Samuel, another teacher, came over and asked me if I'd come to her class to teach a lesson on color poems.

"No problem," I told her. I smiled to myself because this was one of my favorite lessons. The kids love it and it really seems to bring out their creativity.

Later that day, I marched confidently into her class bearing my "tools of the trade:" my colorfully-lettered chart, my extra pencils, my chalk, my paper and my already prepared examples of color poems. The lesson began by soliciting color images from the students.

"What things can you think of that are green," I asked enthusiastically.

"A blugoe leaf ... an unripe mango ... grass ... skin-ups ... trees ... a lunch kit ... a hair clip ... an exercise ..." they responded. I eagerly recorded each and every one of their responses on my chart.

I then shared some examples of color poems (which came from a handout I received from the Ministry.) Here are a few examples:

What is Red?

Red is a heart filled with love.
Red is a face when it's angry and mean.
Red is when the door is slammed.
Red is Moses and the burning tree.
Red is a volcano erupting.

What is Black?

Black is the color of hatred.
Black is a gloomy night, ashes,
tar on the road, a car's tyre.
Black is the funeral, dragging slow,
A midnight sound, dark and low.

What is Pink?

Pink is the sky at sunset.
Pink is a kitten's tiny nose.
Pink is the inside of a rabbit's ear.
Pink is how I feel inside on my birthday.
Pink is the joy of being alive.

I then encouraged the children to write a descriptive color poem as a class, with all students offering ideas and suggestions. Hands went up like rockets and children bobbed up and down in their seats, begging to be called on. We composed quite a nice color poem, "What is Blue?" Finally, I put the students into small groups to write

their own color poems. They worked well together, cooperating and sharing.

When the lesson was over, I quickly conferred with Miss Samuel to see how she felt about the lesson. We both agreed that the students had made a good effort and have some excellent poems to prove it. I left the class feeling satisfied and went about my duties, without thinking again of the lesson.

The next morning, Miss Samuel came over to have a "piece-a-chat" with me. She told me that something about the lesson I taught had bothered her but she couldn't put her finger on it at the time. Throughout the evening she thought about it and finally realized it was my example color poem, "What is Black?" She found that my poem used negative images to describe black and decided to try her hand at presenting black in a poem with positive images. This is what she came up with:

What is Black?

Black is the shine of ebony
And the color of some people's hair.
Black is the feather of the Corbeau King.
And the skin of my ancestors.
Black is the seed of the sweet Sapodilla.
Black is the forerunner of the fair dawn.
Black is Truth.
Black is Justice.
Black is Beautiful.
Black is the writing of Martin Luther King
And the words of Malcolm X.
Black is the philosophy of Marcus Garvey
And the teaching of Bustamante.
Black is the roll of the Tumba drums
And the dancing of the Shango women.
Black is the taste of molasses sweet
And the culture of my people.
Black is the son of King Shaka
And the daughter of Queen Nazinga.
Black is the ring of the Short-Knees' gullo.
Black is Free.
Black is We.
Black is being Me.

As I finished reading her poem, every hair on my body stood on end and tears welled in my eyes. I stammered out some words of praise for her powerful poem and she went on to see about her class.

Unknowingly, Miss Samuel had opened my eyes to my own hidden prejudice. This was upsetting to me because I consider myself extremely open to and accepting of other races and cultures. I've lived and taught in a rural village in Kenya and now

in the West Indies. I appreciate, even celebrate, the richness and beauty in other cultures. I am an avid listener of African music like Ladysmith Black Mambazo, Miriam Makeba and Hugh Masekela. I enjoy reading the works of African writers like Bessie Head, Ngugi wa Thongo and Chinua Achebe. I choose to see movies like "Cry Freedom" and "A Dry White Season." I have participated in Anti-Apartheid rallies and believe in the ideas of Stephen Biko and Nelson Mandela. Currently, I'm involved in the most significant relationship of my life; a cross-cultural one with a Grenadian. To me, all these things show my belief in the unity of all people, regardless of race or color, and my profound respect for African culture. I consider myself free of racial prejudice. And yet, I found myself in a black culture, clearly and unconsciously contributing to negative images associated with black that have been around for many years. I'm ashamed to admit this and disappointed in myself for this lack of cultural sensitivity.

It started me thinking: Why is it that bad guys always wear black and good guys wear white? Why do we wear black for grieving our dead and white to celebrate the joy of the union of marriage? Why is black associated with death, evil and hatred while white is associated with angels, purity and goodness? What kind of message is this sending?

What I know is, I taught the same lesson to nearly every class in my school. Each time, I was unconsciously perpetuating the "negative images" of black and showing my own "true colors," (excuse the pun). If it wasn't for Miss Samuel, I would have continued my subtle prejudice without even realizing it. So, I owe a lot to her for reminding me gently, that although we consciously believe in racial equality and unity, sometimes our actions don't show it.

For now, my former example of the color poem, "What is Black," lies at the bottom of my trash bin. I'll be using her powerful images of black from now on. Thank you Miss Samuel. □

It's a Dirty Job...



Dear Editors, January 8th, 1993

I don't know if you'll find this picture too dirty for publishing standards, but at least the mail room will get a kick out of it.

This is what happened after a hard weekend's work at an English Camp: A spontaneous degeneration into a mud-fight. Clearing up wasn't half as fun!

Oh it's good to be a Volunteer!

Happy New Year!

Peace,

Elizabeth Toder

PCV Thailand '91-'93

From Russia with Love...

Submitted by PCV Tom Ward, Russia

February 14, 1993

Dear Peace Corps Times,

How's life back in the States? We have finally made it through our training program. 13 weeks of headaches, the language is very difficult, but we pulled through.

Enclosed are some brief notes from a sum of the Western Russia Region for your next publication. I have also been passing on photos to your attention.

My Best,
Tom Ward

To: Peace Corps Times
From: PCVs Russia I - Volga Region
Date: February 14, 1993

Today is a day of packing and goodbyes. Our 13 week training program has just ended and we are prepared to take our very modest Russian vocabulary into the field and try to establish the first Peace Corps Business Centers in this beautiful country. During the past three days we have met with our counterparts from the five Oblasts in which we will work. What only seemed like a dream before has started to take shape as the Russians shared their specific needs and goals for their particular cities.

I will be living in the city of Saratov where the Peace Corps Administrative Offices are located. Because of my extensive banking experience I will be working closely within the banking system and in municipal government. While we have interviewed a number of Russian bankers during our training, the banking system as a whole remains a mystery to ourselves as well as the Russians. Currently all checks must clear through the

central bank in Moscow, although the Central Bank does not have a main branch office in each Oblast. Checks are almost nonexistent though as the economy is driven primarily by cash.

On the lighter side, Saratov is a beautiful city centrally located beside the Volga River. It has 11 institutions of higher learning, respected opera and ballet companies, and a fine arts museum. Already I have made a close friend in Saratov who has taught me to enjoy the very popular sport of Cross Country skiing. Once I learned that falling on a level surface could only injure my pride (and I had a lot of practice falling during my first lesson)

I relaxed and am now able to enjoy the sport which can be done on a mountain just 15 minutes walking distance from the city.

PCV David Robeck
Saratov Business Center
Western Russia

I have been trying to reconcile my thoughts of 13 weeks of training. Some remarks and events that keep me moving along are: "You're in for a hell of a ride," and, "Enjoy it while it lasts," by one of our two supportive APCDs Lawrence Eubank. The fact is that we are on the cutting edge of making something happen, yet the irony is that we may never know it. We started out in Washington D.C. expressing to many to be members of the, "Non-Touchy, Feely group." We have come a long way. We are here as a team effort. We seek to unite and communicate with our colleagues running down the Volga and Don rivers which connect five Oblasts. But more so, we seek to look further to our fellow PCVs in Vladivostok in the Far East and those in the NIS. This teamwork will require enormous effort. I am confident that the talented group



Seated, Finance PCV Alida Buchanan (L) and Food Processing PCV Cheryl Hensley (R) at work in Russia. Photo: PCV Tom Ward.

of players assembled here are more than capable of meeting our high expectations.

We have come to understand our friendships, needs and limits during our training here at Sokol. Today it is becoming quiet. It is the people that makes us want to strive, laugh, sing and cry. It will be difficult to see us depart, but we are here to service and must move forward. We will travel down roads that have not been traveled by another foreigner. It may be interesting to note here, I have done just that in 1987 coming to Saratov, then a closed city. Along with 30 other college students making a whirlwind tour of Russia, we were forced to land here in Saratov in the middle of a cold January. Then I asked myself, "Will another foreigner step on this ground again?" 1992 arrived, and with force, 50 Volunteers arrived with a bundle of knowledge.

My colleagues and I, "the Rostov Rebels," will look forward to another 25 hour train ride to the south.

Our adventure has just begun. I can honestly say that I am honored to serve with such a talented and focused group of

individuals that together make one hell of a team!

PCV Thomas R. Ward
Rostov Oblast
Western Russia

Having had only three months or so in Russia I must say that I have never in my 58 years experienced such a level of human emotions. For me, meeting the families and groups of Russian people in Saratov and in Volgodonsk has approached a spiritual experience...and for me that is saying something special. I like it! I feel at home, and I am sure that this spiritual element, not necessarily associated with any one religious mindset, is the key to the success or failure of the process that has begun here in Russia.

We, "that very diverse group of Peace Corp Volunteers," can make a difference. We will make a difference. We will likely serve as the necessary catalyst to move the Russian economy in the direction of a privatized market economic system unique to Russia. And we sincerely hope that this

will lead to a much greater degree of individual free choice and the equitable distribution of the tremendous wealth of the country.

We, the first 101 Peace Corps Volunteers, will add a new dimension to the very noble Peace Corps concept. This new dimension will be the reaching out and offering assistance at a business and government level of a nation's economy. In Russia this assistance will be a unique challenge due to the lack of understanding of a market economy and a feeling of disdain for a neighbor who has achieved more through his own individual initiative.

It has been a special pleasure for me to have spent the past 3 months in Saratov. Saratov has a sister city in the United States, Chapel Hill/Carrboro, North Carolina, the home of my Alma Mater, The University of North Carolina.

"From Russia with love," to all our family and friends.

PCV Earl C. Trotter
Rostov Oblast
Volgodonsk

Tearful Goodbyes

May 21, 1993

Dear Peace Corps Times,

I have enclosed another photo that I would like to enter in your Best Photo Contest. I COS today. I took this photo the last day that I would ever be in the community where these children live. They were my unofficial 4H Club. Somehow they knew that I would not be coming back. They huddled around me when I tried to leave in an attempt to impede my ultimate exit. I bribed them with a photo. I told them to stand by the mill. I walked as far as I could, put on the zoom lens, took the photo, turned and ran. Some of them ran after me. I didn't turn back. I can still hear their little voices calling my name.

Thank you for providing PCVs and RPCVs with your informative publication.

Respectfully,
RPCV Elizabeth Imbo



The Kitchen Corps...

Hey Volunteers! Send in your most practical and favorite recipes. We'll run the best of the lot so other PCVs can sample your culinary discoveries. Also, be sure to list any possible substitute ingredients for PCVs in different regions. Here are some to get started with...

Risotto Bulgarian

(from "The Word From Gerlovo" PC Bulgaria newsletter 12/92)

- 125 grams butter
- 3 medium onions, finely chopped
- 2 cups rice
- 5 cups chicken broth
- 1 cup white wine
- 1/4 cup dried mushrooms (or 1 cup fresh, if available)
- 200 grams kashkaval (hard Jarlsburg) cheese <grated>
- 200 grams cyrene (feta) cheese <grated>

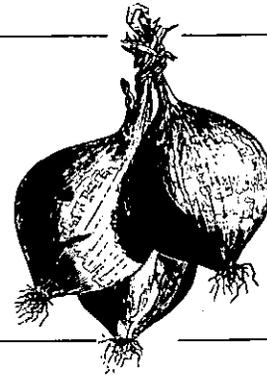
Melt butter in large pot. Saute onions until golden and tender. Add rice and stir. Add chicken broth gradually, about 1 cup at a time. Allow each cup to be absorbed before adding the next. Soak dried mushrooms in wine and add after the chicken broth, or add fresh mushrooms at this time. Before serving, stir in grated kashkaval and cyrene. Serves 8.



A Natural Cough Syrup

(from "Peaceworks" PC Morocco newsletter 10/92)

Put 6 cut up white onions in a double boiler and 1/2 cup honey. Cook slowly over 2 hours and strain. Take at regular intervals, preferably warm.



A Home Pesticide

(from "Peaceworks" PC Morocco newsletter 10/92)

Blend crushed garlic with water and spray on plants to chase away plant-eating bugs. For extra strength add a little cayenne pepper to the recipe.



Peanut Curry Spaghetti (Thai-Style)

(PC Dominican Republic Newsletter)

- | | |
|----------------------------|---------------------------------|
| 1/4 lb. spaghetti | 1 cup of water |
| 1/4 cup oil | 1/2 tsp of chopped fresh ginger |
| 1 large chopped onion | 2 - 1 oz. packages of peanuts |
| 4 cloves of crushed garlic | 2 chopped carrots |
| 3 Tbsp of curry powder | 4 chopped green peppers |
| 1 Tbsp of chili powder | 2 tsp of honey |

Cook spaghetti and set aside. Heat the oil and saute the onion, garlic and ginger. Add curry, chili powder, carrots and peppers. Stir in the water, honey and one ounce of peanuts and bring to a boil. Keep simmering until the ingredients form a sauce. Crush the remaining peanuts. Serve sauce over the spaghetti and top with crushed peanuts.

Green Mango Pie

(from "Allí No Más" PC Honduras Newsletter 7/92)

**You can do practically anything that you do with tart apples using green mangos.*

For Each Crust, mix:

- 1 cup flour
- 1/4 tsp salt
- 1/3 cup lard or shortening
(work in until the mixture is the size of small peas)

Then add 2-4 Tbsp of cold water—just enough to help the pastry stick together.

Green mango pie is a double crust pie. Make two crust recipes. You can even use a beer bottle as a rolling pin. Use enough flour.

Filling:

Peel and slice green mangos like apples. You'll need 12-14 mangos depending on their size to form a small mountain in the pie shell.

- 1 cup sugar or more depending on tartness of mangos
- 1 Tbsp flour
- 1/8 tsp salt
- 1-2 tsp cinnamon
- dash of nutmeg
- dot with butter

To cover, brush the edge of the bottom crust with water or milk to help seal it. Place top crust, cut off extra and pinch to seal. Cut steam holes. Brush top crust with milk and sprinkle with sugar and cinnamon.



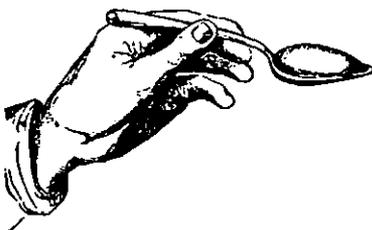
Vanilla Honey Pudding

(from "Allí No Más" PC Honduras newsletter 8/92)

- 1/4 cup sugar
- 1/4 cup honey
- 2 cups milk
- 2 Tbsp corn starch
- 2 beaten egg yolks
- 2 Tbsp butter or margarine
- 1 1/2 tsp vanilla
- 1/4 tsp salt

In a heavy medium saucepan combine sugar, cornstarch and salt. Stir in honey and milk. Cook and stir till thick and bubbly; cook two minutes more. Remove from heat. Add butter and Vanilla; stir till butter is melted. Pour into bowl and chill. Great over sliced bannanas. Real vanilla extract is best.

* For chocolate pudding, omit honey, increase sugar to 3/4 cup, chop 2 squares (2 oz) of unsweetened chocolate, add with milk. Continue as above. 1/3 cup chocolate chips works too, but increase sugar to 1/3 cup, omitting honey.



Peace Corps Program Updates



PEACE CORPS FELLOWS/USA
PROGRAM

Peace Corps Fellows: Continuing Their Community Service at Home

by H. Fernandez,
R. McCorkle, R. Campbell
and C. Calarossi



Photo provided by UTEP

Jim Dewane teaches at the Canutillo Elementary School in El Paso, Texas.

Whether you just arrived at your site or have been there for almost two years, you may have wondered what life will be like for you after Peace Corps. You are possibly thinking about the all the interesting countries you can visit right after your tour is over. But what about a job or continuing your professional education?

Although Peace Corps doesn't have a department of veterans affairs, you will receive counseling at the close-of-service conference and a readjustment allowance, and you can take advantage of the assistance offered by the office of Returned Volunteer Services after your arrival in the States. There are also relatively new and expanding employment and schooling opportunities offered through the Peace Corps Fellows/USA Program in 20 sites around the United States.

Through this program, 200 to 300 RPCVs each year will be offered scholarships (or low tuition rates) and paid employment. The

participating RPCVs, now called Peace Corps Fellows, make a two-year commitment to work in a challenging environment while concurrently pursuing their studies. (The program benefits do vary with each profession/discipline and at each site depending on available foundation/corporate scholarship support and job availability. Volunteers need to write to each of the individual programs for additional details on the benefits.)

Presently most of the programs are for those who want to pursue a master's degree in education, but programs also exist in public health, nursing and economic development. New programs are being developed in social work, counseling and other yet-to-be-named fields. It is envisioned that in a few years, a wide variety of programs will exist which utilize the expertise and cultural-sensitivity Volunteers gain from Peace Corps service.

Alvina Long (RPCV-Guatemala), Paul Capcara (RPCV-Solomon Islands), John Frick (RPCV-Nepal) and Jim Dewane (RPCV-Ecuador) applied and were accepted into this competitive program. Paul Capcara and Alvina Long, now nursing Fellows at Johns Hopkins University, witnessed first-hand the dire need for health care and education in their Peace Corps assignments in the Solomon Islands and Guatemala. Although Alvina and her colleagues worked everyday to educate villagers, they were unable to save a 15-day-old baby who died of dehydration. The baby's mother believed that neither food nor water should be given to a child with diarrhea. "The death was completely

unnecessary," Long said, "and completely preventable." By the time she left Guatemala, Alvina WAS making a difference in her village.

Communities in the United States also lack trained health educators and providers. Alvina and Paul will become nurses soon through the Peace Corps Fellows/USA Program and work in clinics located in inner city Baltimore. "Nurses address problems in a more human way," Paul stated. "Unlike doctors who identify diseases, nurses focus on prevention and quality of life." Alvina and Paul are enrolled in the accelerated bachelor's degree track and he volunteers at a homeless shelter as part of his field work. Paul recently received the Martin Luther King Jr. Memorial Award from the university, for students who demonstrate courage and service, for his work with the homeless. One day he plans to return to the Solomon Islands with his "new expertise."

Other Fellows, like Jim Dewane and John Frick decided they wanted to teach after returning to the U.S. Although Jim had ample "teaching experience" as a public health educator and construction worker in Ecuador, it was not enough to prepare him to teach in El Paso, Texas. He chose this city on the border of Mexico to improve his Spanish skills. The University of Texas Peace



Photo by Janis Reitalian

Peace Corps Fellow Paul Capcara examines a young patient at the Health Center for the Homeless in Baltimore, where he is a Volunteer.

Corps Fellows/USA Program designed a "boot camp" for new teachers, like Peace Corps training, where they learned education theory and methodology for six weeks. "The first two weeks of teaching were really haggard," said Jim. "I found out a lot about the [Mexican-immigrant] kids that I never knew before. They need a lot of attention from me, but every week it gets easier."

Students in New York City also need a lot of attention and good teachers. John Frick is a first-year science teacher at a junior high school. Everyday he returns to his dorm room at Teachers College, Columbia

University tired. "From the start of the day to the end of the day, I do not sit down," John said of his job. He is drawn to teaching by the "thrill you feel when a kid has learned something very important, especially those who are learning against the odds." His resourcefulness, enhanced by Peace Corps experience, comes in handy when teaching science. John remembers the day an outsider asked about the school's science lab. "I had to laugh. Lab? We don't have a science lab. We have a bunch of stuff in a closet."

The Fellows/USA Program does offer something more than a job and an education

to Volunteers; it is an opportunity to continue your community service at home. American communities also suffer from problems in education and health care, and therefore need committed individuals. Like John, Jim, Paul and Alvina, you can apply the skills you are using as a Volunteer at home through the Fellows/USA Program.

For more information on all the programs, ask your country director for a brochure, or contact Henry Fernandez; Peace Corps Fellows/USA Program; 1990 K Street, N.W., Suite 7605; Washington, D.C. 20526. □



PARTNERSHIP PROGRAM

Women to Women Links Through the Peace Corps Partnership Program

by Marianne Miller
Peace Corps Partnership Specialist

In a salute to International Women's Day (March 8), the Peace Corps Partnership Program staff would like to highlight the cooperative work of three communities of women, one in the United States, one in the Dominican Republic and one in Lesotho, and the efforts made in the interest of women's growth and progress. Their story is a perfect example of how women can work together for positive change.

In September 1991, the Wellesley Class of 1945 hosted the Honorable Loret Miller Ruppe, then U.S. Ambassador to Norway and former Director of the Peace Corps, to speak at the third Memorial Lecture on Peace at the all-women college. Ambassador Ruppe declined the customary honorarium for her presentation and suggested that it be donated to one or more projects through the Peace Corps Partnership Program.

Preb Stritter, an RPCV/Nepal and

member of the Wellesley group, served as liaison to Peace Corps Partnership to choose appropriate projects for the honorarium. She expressed the group's interest for women's related education projects in the developing world. Two projects were chosen:

Project One: Padre Sindulfo Public School Construction, Dominican Republic. Preb selected the project of PCV Jennifer Puccetti in the Dominican Republic on behalf of the Wellesley Class of 1945. Jennifer was helping "Mujeres en Accion Social" (Women for Social Action), a local women's group, to complete an elementary school building. As the driving force behind the project, the group had already completed two classrooms but had reached the end of available resources. The Wellesley support came as a shot in the arm! PCV Puccetti left a few months ago, but the women are working hard on their own towards the project's completion.

Project Two: Outstanding Basotho Women Calendar, Lesotho. Wellesley's remaining funds assisted another project, the second printing of a calendar featuring outstanding African women from Lesotho. Copies of the calendar were distributed to schools all over Lesotho, and the second printing allowed the sale of calendars to other groups as well. By initiating the project, a committee of Basotho women and PCVs hoped to present Basotho girls with role models of women in Lesotho who have

succeeded in non-traditional careers, bringing them to the realization that they too can aim for higher dreams. The calendar reached a total of 14,167 young Basotho women. Cheri Wilson, a Women in Development Committee leader in Lesotho and the project's PCV coordinator, sent calendars to U.S. Partners, including the Wellesley group, as part of their cross-cultural exchange.

Preb Stritter and the Wellesley Class of 1945 now plan to submit an article to their alma mater's magazine about their experiences with the two Partnership projects. They are also interested in continuing their relationships with both returned PCV coordinators and the women in Lesotho and the Dominican Republic. Several ideas have been raised toward this end. They hope to invite Jennifer Puccetti who lives in a nearby state to come and give a slide show at their 50th reunion and they are considering the "Mujeres en Accion Social's" heartfelt invitation for them to visit the Dominican Republic as their class fundraiser in 1994.

You, too, can be the catalyst for an international partnership between women. For more information on assisting your host community through the Peace Corps Partnership Program, consult your in-country Peace Corps office, or write: Peace Corps Partnership Program; 1990 K Street, N.W., Suite 8400; Washington, D.C. 20526. □



RETURNED VOLUNTEER SERVICES

Peace Corps—An Opportunity For Self-Development

by Mona Melanson
Career Counselor
Returned Volunteer Services

Many of us responded to John F. Kennedy's call to join the Peace Corps. And, many of us may have used our Peace Corps assignments as an opportunity for self-development. This motivation may sound contradictory or alien to the Peace Corps philosophy, but it is simply not so. If you continue to develop during your assignment, you will most likely be a more effective Volunteer.

It is never too late to learn. Even if you already have a Ph.D., there may be ways to increase your satisfaction with your Peace Corps assignment, be more productive or both. Consider one or more of the following activities as a catalyst for personal growth, and consult with your APCD or country director as appropriate.

Just remember, your primary job as a Volunteer comes first — these development activities are extra.

Self-Development "To Do" List for PCVs

Skills: Project Implementation and Administration

Activities:

- Conduct a needs assessment to identify a worthwhile program as a secondary project.
- Identify funding sources in your community, through U.S. Government, NGOs, PVOs or organizations in the U.S.
- Write a funding proposal. (USAID has a book on how to do this.)
- Develop and maintain a budget for the proposed project, or help track an existing budget.
- Share your reports with your HCN counterparts or supervisors and train them on how to develop goals, objectives and

criteria for measuring progress if necessary.

Skills: Research, Analysis, Writing and Public Speaking

Activities:

- Analyze your local market and help villagers, students or business people develop a marketing plan for a new product or service. Include steps and projections on how they can attain and increase market share in a specific time frame.
- Learn how to use a personal computer or PC software program. Create standardized progress or budget reports.
- Collect and analyze data on customer/host country nationals' preferences, needs or complaints. Prepare action plans to address these issues and write evaluation reports.
- Read Elements of Style by Strunk and White. Practice your writing skills. Ask others to proofread and edit your work. Many PCVs' English skills deteriorate while overseas. Avoid run-on sentences, overusage of passive voice, frequent use of semi-colons and ending sentences with prepositions.
- Edit all your written work by reading it out loud before you submit it. Chances are you will hear grammar mistakes and stylistic errors that your eye misses.
- Prepare and present speeches. Ask for feedback. Record what you did best or need to improve. Refer to your notes when planning your next speech.
- Help set up or expand a library.
- Continue to study the language of the country where you serve. Take the FSI, ACTFL or other in-country standardized tests.

Skills: Supervisory or Management

Activities:

- Ask to serve as a back-up to your boss when he or she is out.
- Train a host-country counterpart or a new Volunteer.
- Conduct all or part of a department or Peace Corps meeting.
- Review a counterpart's or new Volunteer's work. Prepare an evaluation and provide specifics on how they could improve.
- Direct your counterparts or local residents in a community service project.
- Ask to be a trainer for new Volunteers.
- Offer to be the treasurer, secretary or head

of a Volunteer council to improve your financial, writing, speaking and leadership skills.

Skills Health, Nutrition, and Physical Fitness

Activities:

- Learn and demonstrate appropriate health, hygiene and nutrition practices. Learn and teach stress management techniques.
- Start an exercise group, sports, or recreational club after work. Recruit new members and train others to lead it after you've gone.
- Learn the proper technique for lifting and carrying. Train your counterparts how to prevent back, or other work-related, injuries.

Whatever activities you choose, keep a log or journal. At the end of your tour, you will be asked to draft a formal "Description of Service" (DOS). Although it is not a qualitative "reference" letter, it is the only record describing all your training, work activities and accomplishments. The more specific your DOS, the better you may be able to demonstrate to a prospective employer that you meet or exceed their requirements. To make your Volunteer service count in the future, you need to do more than "Just Do It," you need to document it.

This list is just a beginning. Send me your suggestions and in a future issue, we will provide an updated list or other helpful career advice. In the meantime, please send your career related questions or suggestions to:

Peace Corps
Mona Melanson, RVS
1990 K St., N.W., Rm. 7648
Washington, D.C. 20526

I look forward to hearing from you in the future. Please write soon!





CONGRESSIONAL RELATIONS

Salute to Peace Corps' 32nd Anniversary

From the Office of
Congressional Relations

In honor of Peace Corps' 32nd anniversary, several distinguished members of Congress addressed their respective Chambers with words of praise for the work of Peace Corps Volunteers throughout the world. Among those who spoke on behalf of Peace Corps was Senator Christopher Dodd, who said, "Mr. President, I rise today to call to my colleagues' attention the fact that this week the Peace Corps celebrated its 32nd anniversary. I know that all of my colleagues join with me in recognizing this milestone and in wishing the Peace Corps a productive 33rd year. As many of my colleagues know, the Peace Corps has a special meaning to me as I was privileged to serve as a Volunteer in the Dominican Republic during 1966-68. It is no exaggeration to say that my period of service was a seminal moment in my life. ..."

"... Peace Corps Volunteers represent our most cost-effective development workers. And

more than that, they represent the very best in American generosity and good will."

Senator Paul Coverdell marked Peace Corps' anniversary with strong words of support for the program. "The Peace Corps has been broadly recognized throughout the world for its many achievements, and its supporters represent a bipartisan profile of the American citizenry. The Peace Corps has been honored by heads of state and other international leaders and during the course of its 32 years has actually worked with and taught many of these leaders during their youth."

In Senator Mitch McConnell's remarks to the Senate, he said, "Each year, the Peace Corps sends 6,000 men and women abroad to answer needs in foreign nations. And each year, 6,000 skilled workers return to the United States, enriched by valuable experience from their service. I congratulate all Corps Volunteers on 32 years of service and applaud recent initiatives to strengthen the mission of the Peace Corps."

In a statement to the House, Representative Lee Hamilton said, "More than 135,000 Volunteers have returned to the United States to share their experiences with their family, friends, and colleagues."

"... The proposal for a national service program which President Clinton unveiled this week is an exciting challenge. This new program can learn from the experience of the Peace Corps,

which continues to find new opportunities to channel the American spirit of voluntarism."

On another note, when Vermont was recently declared a World Wise Schools State, Senator Patrick Leahy addressed his colleagues with pride. "Mr. President, as chairman of the Foreign Operations Subcommittee, I have the pleasure and responsibility of working quite closely with the Peace Corps. It is a matter of great personal pride that Vermont has provided more Peace Corps Volunteers per capita than any other State in the Nation. ..."

"... I am delighted that Vermont has become the 17th State to officially proclaim itself a World Wise Schools State."

Congressman Joseph Kennedy visited with PCVs serving in Yerevan, Armenia during his trip there this past February. The PCVs, who are working as TEFL instructors briefed the congressman on the unique circumstances under which they work. Education is a scarce commodity in Armenia as food and fuel shortages forced the closing of many schools last December. Upon returning to the United States, the congressman mentioned the good work of Peace Corps in an article he wrote for the March 7 edition of the Boston Herald. "Americans can be proud of the commitment shown by young Peace Corps Volunteers and other Americans working with U.S. relief agencies in Armenia." □

FEATURE STORY

(Continued from page 28)

wildlife refuges and sustainable wildlife activities. PCV Keith Bensen in Grenada is managing a sea turtle conservation project at a national park, while another Volunteer has completed initial wildlife monitoring around game reserves in the Congo.

Rural communities are not the only ones having to cope with a damaged environment. The rapid urbanization of the last 25 years has left some cities in the developing world ill-equipped to deal with inadequate sanitation, tainted water, and pollution. A new urban environmental management program in Côte d'Ivoire brings traditional Volunteer strengths to bear on these problems. Volunteers work in pairs, one community development PCV with one tech-

nical PCV, to bring the ideas and strengths of individuals, local business leaders and local government officials together to create community-based environmental solutions.

These are but a few examples of the ability of Peace Corps to respond to the environmental challenges facing the developing world. The future of the environmental sector includes a significant expansion in the area of environmental education activities worldwide, as well as increased collaborative efforts with other Volunteers working in the agriculture, health, business, and other sectors. Future plans also include continued environmental assistance to countries in Central and Eastern Europe and in the Commonwealth of Independent States in the areas of education, biodiversity and

national park management. There and everywhere else, the flexibility and responsiveness of PCVs will ensure that indeed, every day is Earth Day.

Kristin Wennberg is a Public Affairs Specialist at Peace Corps headquarters in Washington, D.C., where she promotes the EME and Africa Regions and the Environment, Health and Small Business Development sectors for the Press Office. Her interest in the environment is a product of her Seattle roots, where biking, hiking and recycling are as much a part of the native culture as keeping an umbrella handy and tiptoeing around gigantic slugs. When she's not issuing press releases and scheduling interviews, she spends much of her time apologizing for not having been a Peace Corps Volunteer...yet. □

TAPESTRY

Support, Information, Sharing

A New Name...

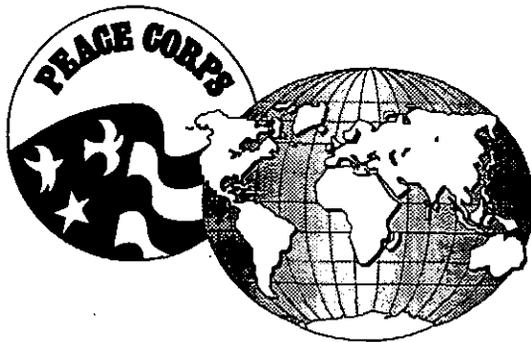
For those of you who are wondering what's happened to the old ICE ALMANAC, we're happy to announce it's been transformed into TAPESTRY and now encompasses all the activities of the Office of Training and Program Support. TAPESTRY is an important means of communicating with all PCVs and staff what we in OTAPS have learned from our direct involvement with projects.

TAPESTRY has been designed expressly for Peace Corps Volunteers and staff. Whether you're a Volunteer helping to facilitate exports of products from Eastern Europe, or helping a community in Africa raise fish for protein to supplement local diets; whether you're training English teachers in a South Pacific island nation, or teaching basic nutrition practices to new mothers in Latin America; whether you're helping a women's group to implement income generating activities, or helping to strengthen a nongovernmental organization concerned with environmental awareness; we want each issue of TAPESTRY to provide you with information that is interesting and of value to you.

As you will see in this and future issues, many of the articles and features come directly from PCVs and staff in the field. TAPESTRY, then, is also a way of helping you share information about your activities with all other Peace Corps countries.

Why the name TAPESTRY? Well, we chose it through an OTAPS staff "Name-That-Newsletter" contest, and our own Chief of Operations Barbara Pabotoy came up with the winning entry. We wanted a name that represents sharing of ideas and experiences, that people all over the world can relate to and that says "This newsletter is for you, PCVs and staff, and it's the product of many people, including you." We think that TAPESTRY says all that, and we hope you agree.

David Wolfe, Director
Information Collection and Exchange
Office of Training and Program Support



TAPESTRY is produced by the Office of Training and Program Support (OTAPS) for Peace Corps Volunteers and staff. OTAPS provides technical support to Peace Corps programs throughout the world through a wide range of quality programming, training and technical information services. Compiled and edited by Information Collection and Exchange (ICE), a division of OTAPS, TAPESTRY is designed to present some item of interest for every PCV working in any country or project.

OTAPS Director.....Jim Ekstrom
ICE Director.....David Wolfe
TAPESTRY Editor.....Judy Benjamin

Some Lessons Learned

by Jim Ekstrom
Director, OTAPS

Development workers have a natural desire to see their programs succeed on a grand scale. In the western world, we've been brought up to think that "big" is better — and when we think of development, we usually think in terms of large-scale projects.

Recent reviews of development assistance programs, however, have shown that they are more likely to have long-lasting effects when they begin on a small scale. The most effective are those initiated at the community level, which have "trickled up" and expanded by virtue of their proven success.

Without consciously setting out to do so, the Peace Corps from its inception seems to have anticipated this "trickle up" approach. Peace Corps Volunteers' goals have always been scaled to the specific communities to which Volunteers are assigned and to the particular needs of the host country citizens who live there — but even more important, Peace Corps has learned that effective development assistance depends just as much on human interaction as it does on new technologies.

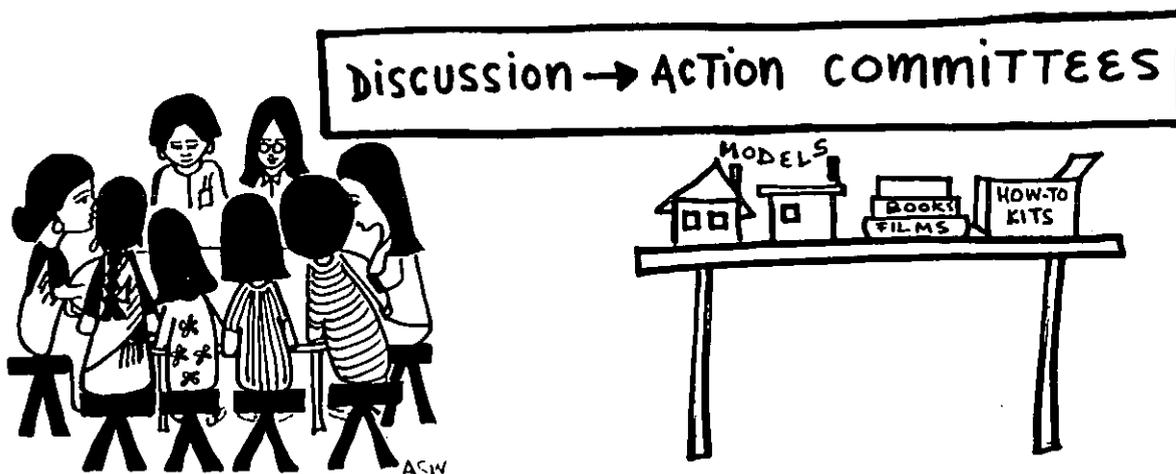
What has made Peace Corps Volunteers unique in accomplishing their goals is their knowledge of the local language and their appreciation of cross-cultural differences. Peace Corps' emphasis on high-quality language and cross-cultural training originally stemmed from the belief that without these skills, it would be impossible to address the agency's second and third goals in a meaningful way. While that belief has proved to be correct, Peace Corps has learned over the years that language and cultural skills are also important as tools of developmental change.

Besides the day-to-day benefits of being fluent in the local language and understanding the local ways of doing things,

Volunteers as a result of their training have been able to develop relationships with host country nationals that are different from the traditional donor/beneficiary roles of most other development organizations. Volunteers strive to develop mutual and equal relationships, with give and take on both sides, creating the respect and trust that lead to successful development projects.

Another reason for Peace Corps' effectiveness is the high level of community participation in project design. Rather than establish a situation in which the development worker simply applies a preplanned aid program to a target problem, Peace Corps has involved local people in the project planning process. First placing emphasis on developing trust and friendship, Volunteers take the time to learn what local people perceive to be their problems and, particularly, what they perceive to be their need for aid. By working with the people through their own community leaders and by recognizing and using the knowledge and skills of local citizens, Volunteers gain community support. Because local people have participated in the project design process, they are far more willing to accept changes introduced by someone outside their society, and the benefits of projects planned and implemented in this way are more likely to be sustainable over time.

Technology by itself does not produce change. However advanced a particular development program may be, however appropriate the technology may appear to be to the needs of a given country, if it is not accepted by the people for whom it was intended, the technology is likely to fail in the long run. It is the method by which technology is introduced, rather than the technology itself, that is the "cutting edge" in development. During the 32 years of its existence, Peace Corps has been at that cutting edge.



Graphic courtesy of International Women's Tribune Centre, Inc.; Artist: Anne S. Walker

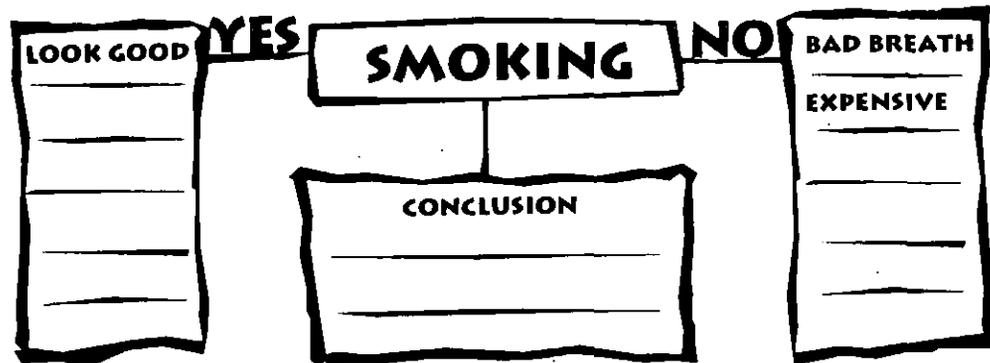
Teaching Tips: Helping ESL Students

by Mary Jo Larson, Education Specialist
OTAPS

Editor's Note: The author of this article, Mary Jo Larson, was instrumental in developing Peace Corps' new manual, M0046 *Teaching English as a Foreign Language to Large, Multilevel Classes* (See New ICE Publications). The ideas she explores here, her discussion of theme-based lesson planning and monitored communication, are dealt with in greater detail in the manual, which

single out students who have weak English skills. Without focusing the entire class on the needs of ESL students, teachers can integrate language and academic support strategies that will benefit everyone.

David Ausubel, a cognitive psychologist, argues that new information must be meaningful to be learned effectively.



Graphic by Vincent Sager

Using graphics is an excellent method to convey the message.

presents a variety of strategies teachers can use in confronting large classes with students whose native language is not English.

How can I help my students understand quadratic equations when they think "square root" is a botanical oddity?

In the Africa, Asia and the Pacific, and Inter-America regions, approximately 1,100 Peace Corps Volunteers are working in English-based school systems serving multicultural communities. Volunteers supporting math, science, business, English, vocational education and primary education projects have requested information about how to help students who need to improve their English as a second language (ESL) skills.

Building a comprehensive ESL program requires a great deal of linguistic and subject-matter expertise. Nevertheless, with a little extra patience and planning, there are strategies that every teacher can use to strengthen the language and academic skills of learners with limited English proficiency.

Most teachers recognize that the academic progress of their students is greatly influenced by emotions. ESL students who are uncomfortable about their language skills are particularly vulnerable. In trying to understand new concepts through unfamiliar words, they struggle with feelings of frustration, incompetence and anxiety. Fear of failure often creates a "mental block" to learning.

To build the confidence and self-esteem of their ESL students, Peace Corps Volunteers should try to provide individual attention through tutoring or small group sessions. But when the whole class is working together, it is best not to pressure or

Meaningful learning takes place when 1) the learner is motivated, 2) new information is related to known information and 3) new ideas are sequenced in organized chunks. With this theory in mind, let's look at two practical strategies that teachers can use to support ESL students: theme-based lesson planning and monitored communication.

Theme-based Lesson Planning

Many students lack motivation because they have difficulty connecting academic concepts to their daily experiences outside the classroom. Students who are coping with limited academic language skills have even greater difficulty recognizing the relevance of their classroom experiences, particularly assignments presented without visual support or a familiar context.

Experienced teachers have discovered that by linking real-world concerns to class discussions, they can create a framework that motivates students to learn. Students who are usually reserved will be more likely to share their ideas and opinions when they are familiar with the subject from their own experience.

Teachers in all content areas are now assessing student interests and needs and developing theme-based lessons that integrate such topics as the natural environment, cultural diversity, small enterprise development, health maintenance and AIDS education. Theme-based planning provides a cohesive thread of references and examples as one lesson is linked to the next.

With theme-based planning, teachers can inspire students

to create a stimulating learning environment. Students enjoy sharing their talents and ideas by decorating the classroom with drawings, surveys, community research data, compositions and poems. Posting a calendar of future activities is another way to motivate ESL students and reinforce their learning. A variety of theme-based activities, including role plays, presentations, songs, posters and construction of models, will give ESL students opportunities to gain recognition as they work on projects with their peers.

ESL students will be more likely to participate when working cooperatively in pairs or small groups. For those who are uncomfortable speaking to the entire class, pair work offers the lowest stress of all—each student is facing an audience of one.

Encourage peers to be patient, speak clearly and use visual aids as they help each other. Include tasks that require students to write what they have learned. As often as possible, integrate listening and speaking activities with reading and writing assignments.

Monitored Communication

When communicating with a second language learner, common sense tells us that it is necessary to monitor our pace and choice of words. Stephen Krashen, a well-known linguist, refers to messages that receivers can decode as “comprehensible input.” The implications of Krashen’s theory are practical and simple to apply. Teachers can easily structure classroom communication so that ESL students receive verbal and nonverbal reinforcement of new information. In fact, because miscommunication is such a common problem in our daily lives, all students will benefit from the following self-monitoring skills.

In conversations and discussions, there are many factors that support and improve listening comprehension: a slower pace, clear enunciation, pauses between ideas and visual reinforcement. Effective teachers try to avoid a monotone. They stress important words or ideas and vary the use of intonation (high and low pitch). Volume can be used naturally to clarify communication but it is NOT necessary to speak to your ESL students in a louder voice than you use with other students!

When listening to lectures or discussions, students are

trying to connect the unfamiliar to the familiar. All students benefit from logical sequencing, but this cognitive support is critical for ESL students. One way to link familiar and unfamiliar information is to organize the communication taking place in the classroom. To help ESL students create meaningful learning from the maze of unfamiliar sounds and new vocabulary, experienced teachers provide the following clues:

- Write the lesson objectives on the board at the beginning of each class.
- Put key words on the board.
- Break major ideas into parts with clear transitions. (“There are four major steps. *First*, interview...”)
- Illustrate relationships among ideas with graphic organizers.
- Build new vocabulary by linking with known vocabulary.
- Rephrase or repeat new information.
- Don’t pack too many ideas into one sentence.
- Don’t overuse pronouns such as “it” or “they.” (Her face shows... NOT It shows...)
- Repeat and rephrase student responses so that all understand.
- Summarize and restate major points.
- Write assignments on the board.

When soliciting answers or opinions, try to prepare students for the questions in advance. Before a lecture or reading passage, for example, help students to anticipate major points by writing a few questions on the board. Begin with simple recall or yes/no questions and allow choral responses. When students hesitate to answer, be patient. It may help to write key words on the board. If students seem confused, ask specific questions, not just “Do you understand?” Allow students to revise an incorrect answer. ESL students often hesitate to answer questions in front of the whole class. They need patient encouragement and positive feedback.

The entire class will respond positively when lessons are presented clearly and linked to the “real world.” We encourage you to listen carefully to your students’ questions and conversations and link classroom learning to their needs and interests. Gradually, with patient support, ESL students will gain the skills and confidence to participate in meaningful learning experiences. □



Graphic by Vicensa Sigart

Theme-based lessons teach more than just vocabulary.

Youth Development through Life Planning Education

by Gary Barker

*Editor's Note: Since 1986, the Peace Corps has placed increased emphasis on youth in developing countries — recognizing that young people ages 18 and under comprise nearly 50 percent of the population in many parts of the world. This Youth Development focus has included the assignment of Volunteers to work with youth in rural and urban settings, support of In-Service and Pre-Service Training in Youth Development, program evaluations and consultancies and, in 1991, the assignment within OTAPS of a Youth Development Coordinator who was instrumental in producing the recently published manual, *Peace Corps' Rededication to Youth: Addressing the needs of youth-at-risk* (M0043).*

*At the end of last year, ICE distributed to Peace Corps In-Country Resource Centers a youth development training curriculum called *Life Planning Education (LPE)*. Developed by the Center for Population Options in Washington, D.C., the curriculum is designed to help youth acquire the skills and knowledge they need to make responsible decisions for their lives. Available in English, Spanish and Portuguese, the curriculum is widely used by youth-serving organizations in Asia, Africa, Latin America and the U. S. and can be incorporated into many Peace Corps country programs. LPE in all three languages may be obtained from the Center for Population Options; 1025 Vermont Ave. NW, Suite 210; Washington, D.C. 20005.*

To demonstrate how LPE can be applied, we are presenting this article by RPCV Gary Barker on the In-Service Training workshop he conducted in 1989 in Honduras, sponsored by Peace Corps' Small Project Assistance (SPA) program and Peace Corps/Honduras.

Introduction

For youth worldwide, coming of age can be a painful process. In a short time, young people confront issues and decisions that affect the rest of their lives — decisions about their education, their careers, their family lives and their sexuality. Many youth face these decisions unprepared, with these results:

— The World Health Organization estimates that worldwide 1 in 20 young persons contracts a sexually transmitted disease each year.

— UNICEF estimates that one-third of all children in the developing world drop out of school by age 10.

— Twenty-five percent of all young women in Africa and Asia and 15 percent of all women in Latin America and the Caribbean give birth by age 18, seriously affecting their future career and education options.

— One-fifth of all AIDS (Acquired Immune Deficiency Syndrome) cases worldwide are persons in their twenties,

meaning that they probably acquired the disease while still in their teens.

For youth in the developing world, these concerns are compounded by a myriad of social and economic problems: rapid urbanization, lack of medical and social services, lack of adequate housing and a shortage of employment possibilities. The UN estimates that youth unemployment worldwide is at least 40 percent. In Latin America, the 15 to 24 age range represents one-third of the economically active population but



Cutting out pictures for a "self esteem" collage activity.

has two to three times higher unemployment rates than does the rest of the population.

These problems have also led to a growing number of youth and children who spend their childhoods on the streets; UNICEF estimates that there are tens of millions of street children and youth in the developing world. Approximately 75 percent of this street population is comprised of out-of-school youth who work on the streets, while 20 to 25 percent are homeless children and youth who live on the streets.

In a number of Peace Corps countries, Volunteers have been assigned to work in Youth Development in response to these growing demands of youth in the developing world. In 1986, Peace Corps/Honduras designated a subsector of its Social Services Sector to Youth Development. Volunteers have worked in community outreach programs for troubled youth, residential centers for homeless and abandoned children and drop-in, day-care centers for street children. Similarly, in Ecuador, Youth Development Volunteers have been assigned to work with youth in rural and urban settings on income generation, vocational orientation and general counseling. In both settings, PCVs are benefiting from the use of "*Life Planning Education*" (LPE) or "*Como Planear Mi Vida*," as it is known in Spanish.

The Life Planning Education Workshop

The LPE curriculum combines formal presentations and background information with participatory training techniques, including role playing, case studies, discussion groups and educational games. LPE is specifically designed with the views and needs of youth in mind. In both Honduras and Ecuador, several areas of concern have been stressed as prime targets for youth development activities:

— **Employment.** High unemployment rates, particularly among youth, a lack of vocational guidance and a shortage of employment possibilities made employment a key issue. The training in Honduras included suggestions for income-generating and small enterprise development projects, while the workshop in Ecuador is putting emphasis on counseling youth in locating and deciding upon vocational opportunities.

— **Education.** High school drop-out rates, particularly among girls, pointed to the need for programs to encourage youth to continue their education. Volunteers and counterparts also cited the need for education in basic life skills, such as decision making, job hunting and setting up a household.

— **Responsible Parenthood.** Volunteers and Honduran and Ecuadorian professionals working with youth mentioned the need for practical decision making and communication skills to help youth understand the consequences of early parenthood.

— **AIDS Education.** The incidence of AIDS in both Honduras and Ecuador highlighted the need for accurate information regarding AIDS prevention to be targeted at youth.

— **Working with Street Children.** The growing number of homeless and working street children in Honduras and Ecuador suggested a need for increased services and programs to help these youth. Several training activities in Honduras focused on suggestions for using Life Planning with street children.

LPE Activities

For the Peace Corps/Honduras training program and the Ecuador workshop, Volunteers and their counterparts were asked to reflect on their own experience as adolescents and participate in the activities rather than simply discuss them. In addition, each participant had the opportunity to lead a "Life Planning" activity and thus had hands-on experience. Following each activity, participants discussed how they might address the topic or issue in their community programs or centers.

These are some examples of the activities:

— **Self-esteem Rip-off.** Objective: To show participants examples of events that both damage and build self-esteem and self-image, so that they can help youth build their self-esteem. Examples of unpleasant situations were described to the trainees. Each was asked to rip off a piece from a blank sheet of paper to indicate how much each situation would affect him or her. Afterwards, the trainees reversed the process by putting the pieces back together, upon hearing positive experiences described. These pieces of paper illustrated how much their self-esteem could be torn away or built up in the course of daily events that happened to them.

— **Family Messages.** Objective: To help youth identify values and messages they receive from their families. Partici-

pants were given note cards with the question: "What did your parents tell you about ...?" followed by an issue such as finishing secondary school, having children, using drugs or alcohol, etc. Working in small groups, participants discussed the messages they received from their families regarding each of the topics. Participants were also asked to talk about the values they transmitted to the youth with whom they work.

— **Values Voting.** Objective: To encourage youth to explore their personal values and confront peer pressure. Statements on issues ranging from sexual stereotypes, education, sexuality, parenthood and employment were read to the trainees. They were then asked to group themselves under signs reading "Agree," "Disagree" or "Unsure," and had to defend their positions and describe the impact of peer pressure on their voting. This activity proved especially useful for discussing traditional sex roles in a nonjudgmental, frank manner.

— **Making Decisions Step-by-Step.** Objective: To identify a model for making responsible decisions. Participants were presented with a systematic guide for making decisions and then given specific dilemmas to discuss, such as the case of a youth deciding whether or not to stay in school.

— **Stereotype Scavenger Hunt.** Objective: To have youth meet and learn about people who are in traditional and nontraditional roles and to think about how the media present stereotypes. Participants were given a list with examples of people filling both traditional and nontraditional roles for men and women, youth, senior citizens and the physically impaired. They were then divided into teams and told to see if they could find actual individuals in the community or ones portrayed in the media who corresponded to these examples. The team who found the most won.

— **Egg Babies.** Objective: To help teens understand what is involved in being a parent and to give them firsthand experience with parenting. Participants were given raw eggs, which they were asked to care for over the course of one to two days (or longer) as if they were real babies. They were given a list of rules for the care of their babies and later discussed their experiences in parenting and examined differences between males and females in caring for children.

— **Brainstorming about Sources of Work for Youth.** Participants were asked to think about sources of employment for youth in their communities and to discuss examples of youth who had successfully found employment. They were also presented with suggestions for conducting a "Community Employment Possibilities Assessment."

— **Pressure Lines.** Objective: To help youth confront and analyze pressure to engage in risk-taking behavior. After a short presentation on educating youth about sex, participants practiced a competitive game that teaches young people how to respond to peer and individual pressure.

— **HIV/STD Sign-off.** Objective: To increase awareness of how quickly AIDS and sexually transmitted diseases in general can be spread and how they can be prevented, as well as how peer pressure can make a difference. After a presentation on the human immunodeficiency virus (HIV) that causes AIDS, participants were given cards with instructions asking them to sign the cards of three other individuals. Unknown to the group, one

(Continued on page 51)

Writing Training Objectives: Hints from the Training Division

Let's face it...all of us are trainers. That includes trainees, Volunteers and staff. It may not be written in your assignment description or job description, but at some point, we bet you end up training someone for something. The Training Division of OTAPS would like to give you some hints on how to enhance your training skills.

When writing objectives, trainers need to consider what they want the participants to accomplish. The objectives should be clearly defined and measurable. If objectives are vague, it will be difficult to determine actual learning or growth.

Below are three common criteria that should be included when developing objectives:

1) **Observable behavior:** How will the participants demonstrate that learning has, in fact, occurred?

The participants will be able to list at least five local foods which contain high levels of vitamin C.

2) **Performance Level:** What standards will be established to show that learning has taken place? Who will judge the amount/quality of the learning?

The participants will be able to teach local shopkeepers how to record and maintain inventories using guidelines established by the National Revenue Service (NRS). NRS agents will review these inventories annually.

3) **Conditions/Environment:** What restrictions or allowances

will be placed on participants when learning is tested?

After three weeks of training, participants will be able to follow the visual instructions for constructing a school building.

Of course, your job as a trainer is not over yet! You still need to identify what type of objectives you are measuring during the training:

1) **Knowledge (thinking)** — The most easily measured of the three types:

By the end of the week, all participants will be able to demonstrate how to give CPR to children under five years old.

2) **Behavior (doing)** — More difficult to accomplish than knowing because we usually have to change the way we currently do something:

Without the aid of a calculator, participants will be able to correctly complete fiscal data sheets for the monthly reports.

3) **Attitude (feeling)** — The most difficult of the three — how do you measure attitude changes in a short period of time?

Each participant will be willing to allocate one-fifth of his or her land for the construction of fish ponds.

While simplistic, the above is a subtle reminder of how important clear objectives are in developing a successful training program. Let's hear from you about other training issues you feel should be discussed. In the meantime, continued success! ☐

Farmer-to-Farmer

Uruguay Lauds FTF Volunteer

Farmer-to-Farmer Volunteer Sally Bachman made headline news in Uruguay last November when she conducted a three-day workshop for artisans working with woolen products at a vocational school in Salto. She was recruited at the request of PCV Karen Whipple, a design expert in macrame and crochet, assigned to the school as a Small Business Volunteer to advise artisans in accounting and marketing and promote their entrepreneurship. Also on hand were PCVs Elsi Sanchez, who acted as Bachman's translator, and Sarah Hawkins, another Small Business adviser. Reporters from the Uruguayan newspaper "Cambio," who attended the workshop, interviewed the four women.

During her three days at the school, Bachman conducted sessions on how to dye wool using natural products extracted

from plants. She also instructed the students in techniques for selecting better and different types of wool and introduced them to concepts of design, "so that the artisans can create their own works without having to depend on copying or imitating other people's work."

The Peace Corps Volunteers were quoted by the reporters as being very pleased with the workshop. "It demonstrates that products of excellent quality can be obtained with few materials."

Within a few months, Bachman plans to return to Salto to teach a more advanced course in color and design, spurred on by the group's "acceptance, motivation and dynamism." In the meantime, she will study Spanish to become more fluent for her return to Uruguay. ☐

How to Make the Most of a Good Harvest

Volunteers working in agriculture are frequently plagued with the problem of what to do with a successful crop. After helping farmers improve their yield, many PCVs find the full benefits lost because crops are not adequately stored, processed or marketed.

Two organizations may be able to give Volunteers some answers on how to resolve the problem. Both are postharvest information services.

One, the **Postharvest Institute for Perishables (PIP)**, as the name indicates, specializes in providing information on perishable goods, including roots, tubers, fruits, vegetables, oilseeds, nuts and spices. The other, the **Postharvest Docu-**

mentation Service (PHDS) collects materials on cereal grains and legumes.

Upon request, both can provide Volunteers with paper and microfiche copies of documents to answer their inquiries. In addition to materials from their collections, these information services can also undertake database searches to send out appropriate bibliographies.

The PIP Information Center is located at the University of Idaho; Room 314 in the University Library; Moscow, Idaho 83843. The Postharvest Documentation Service is part of the Food and Feed Grain Institute in Shellenberger Hall at Kansas State University; Manhattan, Kansas 66506. □

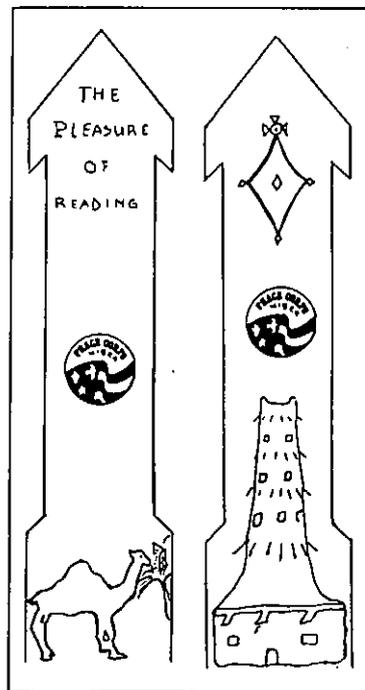
Resource Centers

Appropriate Technology Information In The Resource Centers

Frequently, Resource Center Managers are asked to supply information on every topic from methods for silk screen printing to how to prepare yogurt. In fact, just as this article was being written, a call came in to the ICE Resource Center for the design of the CINVA-Ram.

The IRC manager cannot be expected to know the answer to every question and may or may not know that the CINVA-Ram was developed in South America and is used for making rammed earth building blocks. The manager, however, ought to be knowledgeable about the collection of materials in the Resource Center and be able to direct the questioner to appropriate information resources.

One of the most important of these is "**The Appropriate Technology Microfiche Library**," which is available in most Peace Corps Resource Centers. This "shoebox library" contains the complete texts



Bookmark, compliments of IRC, Peace Corps Niger.

on microfiche of over 1,000 books on topics in agriculture, aquaculture, forestry, water and sanitation, energy, construction, health care, nonformal education, science teaching and small enterprises. Accompanying the microfiche collection is a portable microfiche reader machine.

The "**Appropriate Technology Sourcebook**" (AT033) serves as a guide to the microfiche. Extensively indexed by subjects, it includes reviews of the books available on microfiche, often with text excerpts and/or graphics. Some questions may be answered by this sourcebook alone, while others require viewing the material on microfiche.

Volunteers, staff and Resource Center Managers need to become familiar with the "Appropriate Technology Microfiche Library," then the next time people need assistance constructing laboratory equipment, or are looking for case studies of business promotion, or need the CINVA-Ram design or yogurt recipes, they will know where to search for the answers.

New Materials by ICE

Of universal interest to PCVs is Peace Corps' newly published manual, **Earning College Credit for Your Peace Corps Service (M0045)**. Citing specific materials Volunteers should collect to document their service, this small booklet has exercises to help Volunteers write about their experience and the skills they acquired. The booklet includes a bibliography of resource materials.

Another important publication recently released by Peace Corps is the long-awaited **Teaching English as a Foreign Language to Large, Multilevel Classes (M0046)**. This 242-page volume draws on suggestions from Volunteers of ideas and activities that teachers can use when they face classes with as many as 150 students, most of whom lack textbooks. The manual addresses such issues as student interests and needs, classroom management, theme-based lesson planning, the national curricula and the emphasis on rote memorization and resistance to group work. Education Volunteers will find the book particularly useful in creating classrooms where students are given opportunities to think critically, work cooperatively and enjoy the experience of learning.

Another new title for Education Volunteers is

Special Education for Mentally Handicapped Pupils: A Teaching Manual (R0079). Christine Miles developed the manual from her experience as a volunteer teacher in Pakistan, but her

recommendations and her thesis are applicable throughout the world. Miles argues that all children with learning disabilities can be helped to develop their skills no matter how impaired they seem to be, and in her book she presents various methods that can be used to achieve this goal.

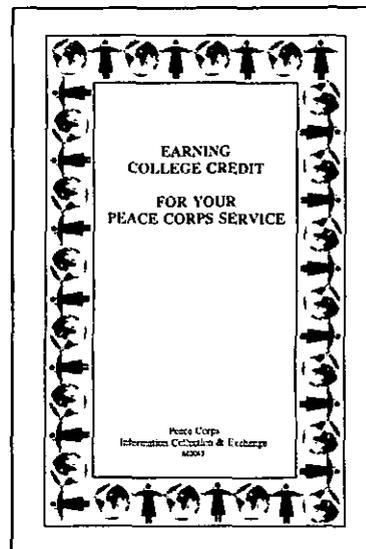
Under the aegis of Women in Development, Peace Corps has produced a **Pictorial Apprenticeship Program Handbook: A Project Planning Strategy for Pre-literate Communities (M0047)**. De-

veloped to enable pre-literate villagers to take the initiative in decision making, the handbook includes five units with 12 sequential lesson plans that provide an apprenticeship program in hands-on project planning and design.

The manual includes instructions for the facilitator and numerous pictures in the form of project-design cards to complement the activities described in the lesson plans.

Three other new Peace Corps publications being distributed by ICE are **Peace Corps' Rededication to Youth: Addressing the Needs of Youth-at-Risk (M0043)**, specifically for Volunteers working in youth development programs; **Programming Guide for Guinea Worm Eradication (T0067)**, the English translation of **T0058 Guide pour la Mise sur Pied des Programmes d'eradication du Ver de Guinee**, originally produced by WASH; and **Handbook for Classroom Testing in Peace Corps Language Programs (T0068)**, of specific interest to language trainers evaluating their students' progress.

...and another first for Peace Corps — The **Nonformal Education Manual (M0042)** has just been reproduced in braille to make ICE materials more easily accessible to visually impaired PCVs. Starting with this basic manual for all PCVs, ICE plans to print more of its publications in braille in response to the needs of these special Volunteers.



New Acquisitions

In addition to the publications produced by Peace Corps, ICE has purchased a substantial number of publications in the last few months, relating to just about every sector in which Peace Corps operates. Over a dozen titles each have been added to the collection for education and environment, including several volumes from the **Ranger Rick Nature Scope** series on environmental education, published by the National Wildlife Federation.



ICE is sending to In-country Resource Centers a complete list of all new titles acquired since the last listing of new publications in the *Peace Corps Times*. Some, particularly in the Small Business, Urban Development and Women in Development Sectors, are being distributed only to the IRCs, but the majority of these recent acquisitions are available directly to PCVs who are working on related projects. Order them from ICE, Peace Corps; 1990 K St. N.W., Rm. 8684; Washington, D.C. 20526.

(Continued from page 47)

individual was designated the HIV carrier (with an "X" marked on his or her card), and one individual was secretly given instructions not to participate. After all participants had acquired the signatures of three other persons, they were asked to return to their seats. The person with the "X" was asked to stand and was identified as the HIV carrier. The group leader then explained that the act of signing the card was the mode of AIDS transmission.



Making "egg babies" as part of a parenting activity.

Participants with the signature of person "X" were then asked to stand and were told that they had been exposed to HIV. Similarly, persons with the signatures of these people were asked to stand, as the path of transmission was followed. Only the person who was told not to participate and three others who practiced safe sex (designated with a "C" on their cards), were not exposed to the AIDS virus. Following the activity, discussion focused on AIDS prevention education,

societal attitudes toward persons with AIDS and the particular realities of doing AIDS education with Honduran and Ecuadorian youth.

Conclusions

Participants in the Honduran workshop found the LPE curriculum to be valuable for their assignments, and the majority later adopted the curriculum in the communities and residential centers where they worked. The impact of the workshop extended beyond

Peace Corps to the Ministry of Education, which decided to use the curriculum for teacher training.

In Ecuador, Volunteers newly assigned to Youth Development are already relying on LPE to do vocational orientation, and the workshop should help them make greater use of the LPE curriculum. Once they are familiar with LPE's broad application, the curriculum will provide them with a needed framework for their Youth Development work. □



WORLD WISE SCHOOLS

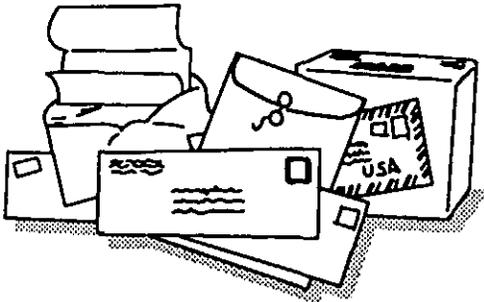
Reenrollment News

Many PCVs have written us wondering if they have to reenroll if they wish to continue writing to their current class in the 1993-94 school year.

Previously, we broke each match at the end of the school year and gave PCVs new teachers each fall. Starting this year, all PCVs will remain matched to their teachers for the entire length of their service.

This will allow more time to build a relationship with the teacher and class.

Naturally, if you want another teacher, let us know and we'll rematch you right away!



Activity Ideas Needed

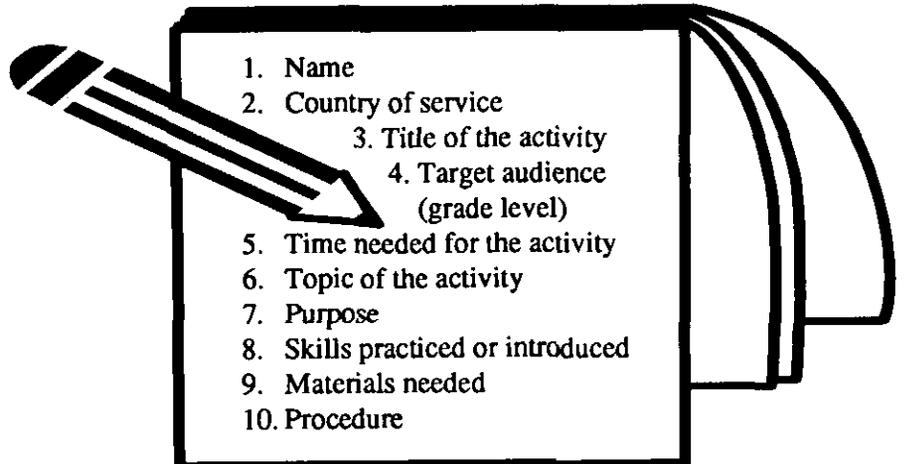
World Wise Schools Seeks PCV Help



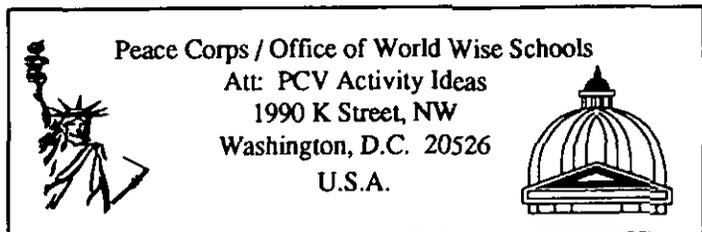
Greetings from Washington! World Wise Schools is looking for creative PCVs to submit student activity ideas for an upcoming teacher's guide. So, put on your thinking caps and send those ideas in!

World Wise Schools materials have reached almost 140,000 students in all 50 states. If you are doing something unique, in or out of the classroom, share it with us and thousands of U.S. students and teachers.

Please send in your activity ideas using the following format:



Return to the address below by July 31, 1993.



Internet Us!



Any PCV or country staff who has access to the Internet can reach World Wise

Schools via electronic mail. If you have access, please drop Brian Lonardo a note at:

Brian.Lonardo@Permanet.org
See you on the Airwaves!

Survey Update

Thanks to all PCVs who sent in their PCV survey! We're crunching our spreadsheets and will report back to you and your country staff as soon as we complete the tabulation. Much appreciation!

