

PEACE CORPS TIMES

Proud to make a difference

**GHANA
1961
to
1986**



January/February 1986

About the Cover ...

The top photo is the Class of 1968 of Ghanaian Sarpei Nunoo (first row standing, seventh from left) with their Peace Corps teacher, George Gearhard (seated right).

* * *

The lower photo shows Ghana I Volunteers at the presidential palace with then President Nkrumah (center) just prior to their return to the United States. Other dignitaries pictured are Ghana Cabinet Ministers Kojo Botsio, Foreign Affairs; Dowouna-Hammond, Education; B.A. Brown, Chief Education Officer and American Ambassador William Mahoney.

Worthwhile? You Bet!

Are you really making a difference? You bet you are!

A few months ago, the *Times* received a letter from Ghanaian Sarpei Nunoo, now employed with the United States Information Service in Ghana, which mentioned he had had a Peace Corps teacher. Now, 20 years after the fact, Mr. Nunoo has graciously shared with us his school photo and some thoughts about his Peace Corps teacher and friend.

"In 1966 PCV George Gearhard taught at West Africa Secondary School. I was 13 at the time. He was very friendly and had time for everybody at any time. He was really devoted to his work ... made certain everyone understood and worried when his students did not get the lesson. He took a personal interest in me because I had problems with math. He would ask if I had followed the lesson ... if I didn't he would go over it again.

Periodically, he would give tests and would always try to help us do well. If we did, he was pleased. If not, he would find out the problem and would give us extra help."

After Mr. Gearhard left Ghana, he wrote to me often. He contributed greatly to our education because when you meet someone dedicated to his work, it makes you want to do well."

From the Director



Director Ruppe visits with PCV Mary Ann Lotscher in 1981 at her womens' pottery cooperative in Kpalime.

In this our 25th Anniversary year, much has been written about the beginnings of Peace Corps and about its effects. Probably no one could or will ever say it better than Hubert Humphrey, the late Vice President and Senator from Minnesota. I quote from his memoir, "The Education of a Public Man."

"I introduced the first Peace Corps bill in 1957. It did not meet with much enthusiasm. Some traditional diplomats quaked at the thought of thousands of young Americans scattered across their world. Many senators, including liberal ones, thought it a silly and unworkable idea. Now, with a young President urging its passage, it became possible and we pushed it rapidly through the Senate. It is fashionable now to suggest that Peace Corps volunteers gained as much or more, from their experience as the countries where they worked. That may be true, but it ought not to demean their work. They touched many lives and made them better. Critics ask what visible lasting effects there are, as if care, concern, love, help can be measured in concrete and steel or dollars or ergs. Education, whether in mathematics, language, health, nutrition, farm techniques, or peaceful coexistence, may not always be visible, but the effects endure."

I will not attempt to improve upon Mr. Humphrey's words, but I would like to add a few of my own. The proof of these lasting effects is that Peace Corps is still around and is a vital as ever. Rest assured that the

effects of your Volunteer service will also endure.

Loret Miller Ruppe

Peace Corps Times

Peace Corps Director

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To the Times

To the Times,

Medical coverage for PCVs is generally quite good. Our medical insurance covers us while in country, both on and off the job, and on vacation, both in and out of country, with one peculiar and important limitation. The minute a PCV sets feet on US soil, coverage ends.

It can be argued that in the case of home leave for extending Volunteers or vacation leave, PCVs can be expected to handle their own coverage for the time they will be in the States. However, PCVs in Nepal feel that it is *not* reasonable to expect Volunteers to arrange and pay for their own medical insurance in the case of medevac or emergency home leave. These situations are unplanned, usually happen very quickly, and often find the Volunteer too physically weak and/or emotionally stressed to deal with matters like insurance. We feel that these are situations which should be considered official business.

Nepal's Volunteer council asked PC/Washington to explain the reasons for this policy and are waiting for a reply. Because this is a general policy affecting PCVs around the world, Nepal PCVs wanted to make PCVs in other countries aware of the policy.

Volunteer Council
Peace Corps/Nepal

To Nepal Volunteer Council,

Many questions on insurance are broached and we submitted yours to Peace Corps' legal counsel. As you will see from their response, not everything is a simple matter of Peace Corps policy, much of the time it is a matter of federal law.

"Limitations on insurance coverage while Volunteers are in the United States on emergency leave, medevac or home leave are imposed by *federal law* and not as a result of a policy determination by Peace Corps to limit such coverage. Medical care for Volunteers on medevac or emergency leave is provided under the Federal Employees Compensation Act (FECA) (5 USC 8142). For the purposes of FECA, Volunteers have been deemed to be employees of the federal government.

Under FECA, injuries or illnesses that are incurred while a Volunteer is on home leave, emergency leave

or medevac in the U.S. are *not presumed* to be service related. Thus, only injuries or illnesses, which can be determined as actually related to Peace Corps service are covered. For example, as a general matter an injury going to a medical appointment while on medevac would be likely to be covered but not an injury going to a private dinner or other private social event.

FECA specifically provides that "an injury or illness suffered by a Volunteer when he is *outside* the several states and the District of Columbia is deemed to be proximately caused by his employment (emphasis added)." Therefore injuries to Volunteers which occur overseas are deemed to be service related, as a general matter.

As noted above, payment of medical expenses would not be available for nonservice related injuries or illnesses occurring in the United States. For this reason and because questions sometimes arise as to whether medical problems relate back to a service injury, Volunteers should consider maintaining optional insurance coverage to cover non-service related injuries or illnesses while they are in the U.S.

I hope this fully answers your concerns. Readers should understand that these are general statements and that the facts of a particular case may govern the outcome. If any Volunteer has further questions with regard to insurance coverage while on emergency leave or medevac please feel free to write directly to: Barbara Johnson, Assistant General Counsel, or Karl Pulley, Director of Office of Medical Services in care of Peace Corps/Washington."

Dear Peace Corps Times,

Greetings from the city of Bamako in the prodigious land of Mali. I am writing in response to the September/October/November article by PCV Timothy Jones on St. Vincent in the West Indies.

I can not speak for other islands where Peace Corps Volunteers are stationed. But I can speak from my experience in Mali. And, I disagree with the Volunteer who advocates that Peace Corps/Washington issue Jeeps or other four-wheel vehicles to Volunteers. This is nonsense! Rather than to decrease the incident of Volunteer accidents and deaths, I be-

lieve that the issuance of Jeeps or other four-wheel vehicles will increase the rate of accidents.

I have personally witnessed, not Peace Corps related, four accidents in Mali and all were four-wheel vehicles. I have not seen a single moped or motorcycle accident. I think Volunteers are responsible for their safety on motorcycles and mopeds and must keep in mind that, unlike the mainland, most island and Third World countries have a mass of bicycles, mopeds and motorcycles in traffic which gives the driver a far greater consciousness of these two-wheel vehicles than in the States.

Peace Corps/Mali has provided an excellent motorcycle trainer, Craig Swingle, to train and educate the Mali Volunteers before they were issued motorcycles in 1984. I think the same applies on many islands as well.

This talk of wanting Jeeps and Land Rovers is not only foolish, but, in my opinion, it is also dangerous. The motorcycle and moped, given the particularities of our assignments abroad, are the best forms of transportation for Volunteers. An improvement would not be a larger vehicle, but a restriction on all vehicles, period.

Charles L. Metze II, M.A.
PCV/Mali, West Africa

PCVs Part Of King Ceremony

Peace Corps Volunteers, Peggy Digles of Sierra Leone and David Winters of Thailand were in the right place at the right time. While in Washington, D.C. they were invited to attend the first annual Birthday Observance for Martin Luther King, Jr. with Director Loret Miller Ruppe and Associate Director Arlen Erdahl as part of the official Peace Corps delegation.

Digles, a native of Las Vegas, has been working with Rural Health Development in Sierra Leone since May, 1985. Pleased to be a representative of Peace Corps at the celebration, she was impressed by the powerful role the Baptist church played in the day's events.

(continued on page 12)

Ghana the First Peace Corps

Ghana was the first country in the world to welcome Peace Corps Volunteers.

According to early Peace Corps records . . . "Peace Corps Volunteers will teach math, English, chemistry, physics, biology, science and French in secondary schools under the supervision of the Ghanaian Ministry of Education. The importance of education to economic and social progress is widely recognized in Ghana. The country's Second Development Plan (1959-1964) allocates the third largest sum in its budget to education. Only communications and health and water budgets take precedence. Because of the shortage of teachers, Peace Corps will teach in the secondary schools and prepare young Ghanaians to become teachers."

The early Volunteers went through two months of training at the University of California, Berkeley and one month in Ghana. The training at Berkeley included:

- 120 hours of training on the British and Ghanaian school systems
- 120 hours of Ghana orientation—films, Ghanaian readings, geography, culture, politics and economics
- 60 hours of physical conditioning
- 48 hours of elementary language (Twi) and linguistic training



Carol Waymire, Ghana I Volunteer, gets an assist from one of her students in 1961. Waymire was a teacher in California when she joined Peace Corps.

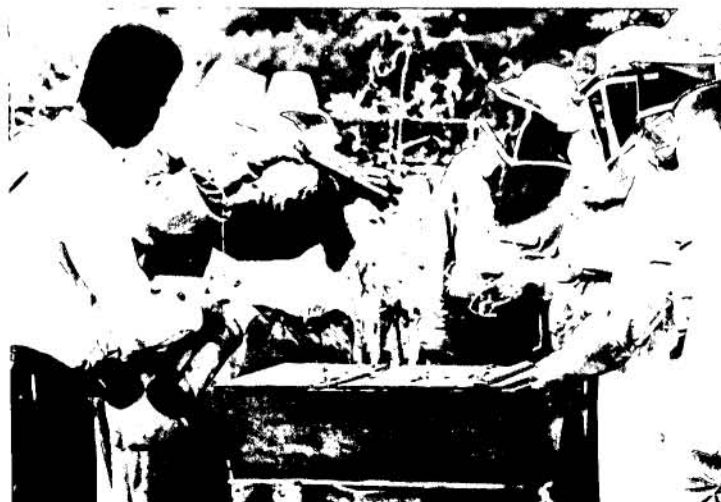
45 hours of international affairs

40 hours of medical training.

On August 30, 1961, after two months of stateside work, the first Volunteers, numbering 52, landed at Kotoka Airport in Accra and sang the Ghanaian national anthem in Twi. More than any official statement, this simple gesture of friendship and understanding signaled to Ghanaians and to the world the

fledgling Peace Corps' respect and concern for the people of the first country it was to serve. Since then, more than 2,000 Volunteers have worked in Ghana in the spirit of cooperation and good will that began that first day.

Peace Corps' major contribution to Ghanaian development has been in education but changes are occurring in both the education program and in Peace Corps' direction. Volun-



Noted Ghanaian apiary expert Stephen Adjare (without protective gear) works with PCVs and their counterparts at a beekeeping conference in Accra.



PCV Mike Diebus, assigned to the Agricultural Rehabilitation Centers for the Blind in Binaaba, is shown here at a construction project at Akrofufu last year.

Country

teachers have traditionally served as math and science teachers in secondary schools, university teachers and in teacher training, providing much needed support for the fine education system Ghana has built. Peace Corps is slowly moving out of the traditional classroom setting to teach the unskilled, the rural poor and those with learning disabilities. In line with government development plans, rural development projects are being expanded.

As many as 415 Volunteers have served in Ghana at one time and most were teachers. In June of 1983, the number of Volunteers dropped below 100 for the first time. At present, there are about 70 Peace Corps Volunteers in Ghana.

Currently, Peace Corps programs are in education, rural development and agriculture.

In education, Peace Corps has some 33 Volunteers in secondary, elementary, special education and teacher training.

In 1982, Volunteers started working on DAPIT (Development and Application in Appropriate Technol-

ogy), an AID-funded project directed at setting up small intermediate technology centers and disseminating information to local farmers. PCVs have been involved in an intensive beekeeping project at the Kumasi Technology Center and have helped construct a foundry at Suame, near Kumasi. Seven PCVs are assigned to this project.

Beekeeping is a very important project in Ghana. Stephen Adjare (see photo) gives Peace Corps/Ghana, particularly PCVs Ralph Moshage and Marlene Moshage and former APCD Ross Kreamer, credit for helping to build the beekeeping industry in the country. Adjare, noted authority, wrote the definitive book on beekeeping, "The Golden Insect."

Three Volunteers are assigned to the Inland Fisheries Extension program. Since 1981, Volunteers have been active in aquaculture projects to help increase the source of protein in the diets of Ghana's rural population.

Another agriculture program, Community Agriculture Extension, accounts for the work of eight Vol-



Math teacher James Buzzell explains trigonometry to his class in Accra. Buzzell will teach there until July of this year. Before Peace Corps, he served four years in the Coast Guard.



Donald Groff of Ghana I, teaches a physics class at the West African Secondary School in Accra in 1961. Prior to Peace Corps, Groff was a teaching assistant at Cornell University.

unteers whose jobs are to help farmer groups strengthen their management and marketing capabilities.

Seventeen PCVs work in Village Development in indentifying and implementing projects such as clinic and school construction, health and sanitation extension, adult literacy, water supply development and cooperative organizations.

Indigenous herbal medicine has recently received an enormous amount of attention. There is a national program to investigate this field with the idea of blending it into the western medical practice, achieving the best of both worlds. One Volunteer works at the Center for Scientific Research into Plant Medicine as a social researcher.

No story about Peace Corps/Ghana would be complete without mentioning Catholic Sister Madeline Chorman who manages a canteen at the Korle Bu Teaching Hospital in Accra. She established the canteen in 1973 after working two years as a teacher at St. Mary's Girls' School, also in Accra. Sister Chorman has served nearly 14 years in Ghana and was named one of Peace Corps' Outstanding Volunteers in 1982.

Ghana ... the First Country



PCV Juliette King is welcomed by Akrofufu chief at the Peace Corps training center in 1984. Also pictured are Mark Fenn, John Stewart and Jayne Somers.

About the country

Population: 13 million

Land Area: 92,100 Square Miles

*Major Cities: Accra (capital),
Kumasi, Tamale*



Upon completion of training in 1985, these PCVs take the pledge of Peace Corps service. Traditionally, for this ceremony, PCVs in Ghana wear garments of the famous Kente cloth for which Ghanaians are known worldwide.

Ghana ... the First Country

*Languages: English (official),
tribal & regional dialects*

Exports: Cocoa beans, lumber, minerals

*Borders: Ivory Coast, Burkina Faso,
Togo, Atlantic Ocean*



PCV Carla Nelson and CD Lloyd Pierson with villagers at a rural development project near Tamale. Nelson was Ghana's Volunteer of the Year in 1984.

Asantehene Visits Peace Corps

An example of the special relationship that has existed between Peace Corps and Ghana since 1961 was the October 1984 visit of the Asantehene Otumfuo Opoku Ware II, the spiritual and cultural leader of the Asante people.

The purpose of the Asantehene's visit to the United States was to open a special exhibition, "Asante: Kingdom of Gold" at the Museum of Natural History in New York. But, far in advance of his trip to America he voiced the wish to visit Peace Corps/Washington.

To honor him, Peace Corps held a reception for the Asantehene and his entourage of Capitol Hill and invited all Ghana RPCVs who live in the Washington metropolitan area to attend. During the reception, the Asantehene, as a token of friendship, presented a miniature replica of the symbol of his hereditary office, the Golden Stool, to Peace Corps/Washington.



Ghana I Volunteer Ray Spriggs speaks at the reception honoring the Asantehene (seated right). Director Ruppe holds his gift to Peace Corps.

Photo—Anne Alvarez

Ghana ... the First Country

We would like to thank the staff of Peace Corps/Ghana who provided most of the photos and information for this article.

They are pictured below. Seated ... George Ayi-Bonte, Letitia Kwaning, CD Lloyd Pierson, William Kofi Dery (on grounds), Rebecca Ehrich and Vida Botchway.

Middle row ... Jon Eklund, Georgina Amoakohene, Joseph Asor-Owusu, George Amoh, Agnes Amankwa-Sakyi, Samuel Lartey, Gladys Armah, Leonora Laryea, Albert Mensah, Gerhard Apprackusu, Daniel Asare, Bill Myer and Andrew Ahulu.

Back Row ... Daniel Otoo and Godwin Kadrashie.



Barbara Bush, wife of Vice President George Bush, talks with PCVs Michael Hemmert and Ann Hookes during her visit to Ghana.



Peace Corps/Ghana staff at their headquarters.

Country Administrators



David Fredrick

Photos—Anne Alvarez

Morocco

After spending over 17 years with AID, David Fredrick has joined Peace Corps as Country Director for the Kingdom of Morocco. Fredrick served overseas at AID missions in Yemen, Zaire, Senegal and Thailand as well being the desk officer for Guatemala, Lesotho, Namibia and Indonesia.

A native of Iowa, Fredrick earned a degree from Wartburg College there and a masters in economic from Clark University. He is a doctoral candidate in agriculture and economics at Utah State University. He speaks French, Arabic, Thai and Swahili. Fredrick and his wife, Merry, have three children.

Guinea

Assuming the post of Peace Corps Representative in Guinea (Conkry) is Peace Corps veteran, Jerome Pasela. He served as APCD and Country Director in Benin from 1974 to 1978 and as APCD in Chad from 1972 to 1974. Pasela was a PCV in Sierra Leone from 1962 to 1964 and in Togo.

A good example of Peace Corps "partnerships," Pasela met his wife, Elizabeth, when they were in training at Dartmouth College prior to service in Togo where they were married and served from 1966 to 1968. While he was working for Save the Children in Burkina Faso last



Jack Maykoski

year she served another tour with Peace Corps. They have two children. A graduate of Cleveland State from Ohio University. *(Pasela's photo was unavailable.)*

Marshall Islands

Returning to the Pacific, Jack Maykoski has accepted the position of Peace Corps Representative to the Marshall Islands. He was a Volunteer there from 1979 to 1982.

A graduate of the University of Minnesota, he served as a trainer in Micronesia and was the project grant director for the Government of the Marshall Islands from 1983 to 1985.



Rebecca Marshbanks Mushingi

Burundi

Rebecca Marshbanks Mushingi has returned to Africa as Peace Corps Representative for Burundi. She was a Volunteer in Zaire from 1977 to 1980. Mushingi has served Peace Corps in several capacities most recently as desk officer for the Philippines. She has been the desk assistant for Thailand, Malaysia and Papua New Guinea as well as having worked as a recruiter.

A native of Wilmore, Ky., she graduated from Middle Tennessee State University and is completing graduate studies in international affairs/African studies at George Washington University.

Times Gets New Writer

New on the *Peace Corps Times* staff is Gloria Ross, RPCV/Tonga. Ross comes to the Times from Peace Corps' Detroit office where she was a recruiter.

In Tonga, where she served from 1979 through 1982, Ross worked on the Kingdom's newspaper, the *Tonga Chronicle*. Prior to Peace Corps she had been a writer for the *Ithaca (N.Y.) Journal*.

Africa Region Director Named

Bill Perrin has been appointed to the position of Director of the Africa Region. This region, comprised of 24 sub-Saharan countries, fields over 2,600 Volunteers, Peace Corps' largest contingent.

Perrin has served Peace Corps as Country Director in Belize and for the Eastern Caribbean which includes nine island nations.

Before coming to Peace Corps, Perrin was in real estate in Brownsville, Tex. He is a native of Oklahoma where he attended Oklahoma State University.

Personnel/Personal Notes

Michael Honegger, APCD/Training for Thailand, joins the NANEAP Region following his tenure as Chief of the Office of Staging in Washington. Honegger has been with Peace Corps for the past 12 years during which time he has worked in every office associated with the Volunteer delivery process. Prior to Peace Corps, Honegger was with a consulting firm. A graduate of Duke University, he holds a masters in foreign service from Georgetown University.

* * *

Ed Comstock, a Volunteer in the Philippines from 1964 to 1968, has returned there as APCD for Region IV. Comstock graduated from Wilkes College and received a masters in international studies from the University of Oregon.

* * *

Three-time Volunteer Ted Pierce of Rochester, N.Y., has been named APCD/Rural Development for Fiji. Pierce was a PCV in the Solomons, 1970 to 1982; Kenya, 1976 to 1977 and Fiji, 1971 to 1972. Last year he was a trainer in the Solomons. A graduate of the State University of New York at Buffalo, he received a masters in international administration from the School for International Training.

* * *

Cheryl Barton of Colorado, has been named APCD/Training for Zaire. Barton served two tours as a Volunteer from 1966 to 1968 in Tunisia and from 1971 to 1973 in Zaire. Barton has worked in Yemen and Israel with Catholic Relief Services. She was accompanied to Zaire by her husband, John, whom she met when they were PCVs in Tunisia. She is a graduate of Rivier College and has a masters in international administration from the School for International Training.

* * *

Past board member of the National Council of Returned Peace Corps Volunteers, Herman DeBose has been appointed APCD for Kenya. He served as a Volunteer in Kenya from 1969 to 1972 and later as a recruiter. A graduate of North

Carolina A & T State University, DeBose has a masters in social work from the University of Southern California. DeBose is married to the former Maureen O'Malley, also a RPCV/Kenya. They have three children.

* * *

Former Volunteer Lynn Uttal of New York, is the new APCD/Rural Development in Mali. Uttal, a graduate of Kenyon College, first served as a Volunteer in Niger from 1971 to 1973. Later, he and his wife, Zeldia (Sharon) Zadnik, were PCVs in Liberia from 1981 to 1983.

* * *

Professional forester, Jack Shea is the new APCD/Forestry for Senegal. A native of St. Paul, Shea earned a masters degree in forestry from the University of Minnesota and worked for that state's Department of Natural Resources. No stranger to Africa, Shea previously lived in the Ivory Coast from 1978 to 1981 with his wife, Mary who was the Peace Corps Medical Officer. She was a PCV in Chad from 1967 to 1969. They have one child.

* * *

Now serving as the APCD/Rural Development in Cameroon is Nancy Ruth Morgan of St. Cloud, Minn. Morgan, a Volunteer in Togo from 1983 to 1985 was a contractor in Cameroon prior to this appointment. She received a masters in agriculture and applied economics from the University of Minnesota and has worked in Morocco and Tunisia.

* * *

Former Nepal PCV, Larry Paulson of Wisconsin, is the APCD/Agriculture there. He was a Volunteer from 1968 to 1970. Paulson has been a dairy farmer, a county extension agent and a consultant to Thailand's Department of Agriculture. He graduated from Luther College and earned a masters in agriculture from Oregon State University.

* * *

Founding President of the Northern California Council of RPCVs,

Marilyn Hyde is the APCD/Programming and Training for Mali. She was a PCV in Zaire from 1978 to 1980. Hyde received her bachelors degree from the University of California at Davis and a masters from the University of Minnesota.

* * *

Occupational therapist Rebecca Ann Parks of Utah, has taken the post of APCD/Health for Thailand. A former Volunteer, she served in Togo from 1969 to 1971. She graduated from the University of Southern California and received a masters in occupational therapy from Columbia University. From 1981 to 1985, Parks was a director of the American Refugee Committee serving Indochinese refugees in Thailand.

* * *

Andrew Krefft has been appointed APCD/Health for Honduras. A native of New Orleans, he graduated from the University of New Orleans and received a masters in social work from Rutgers University. Prior to Peace Corps, Krefft worked for Project Concern International and Foster Parents Plan in Central and South America.

* * *

Former Country Director for Yemen, Joseph Ghougassian, has been appointed by President Reagan to be United States Ambassador to Qatar.

Research On Southeast Asia

RPCV Tom Otwell (Liberia 1962-1964) who also served as an Army medic in Vietnam (1968-1969), is writing an article and wants to hear from current and former Volunteers who served in Southeast Asia, either in the military or in a civilian capacity, such as USAID, State, CARE, Hope or relief and refugee programs, prior to or after Peace Corps service.

Write to Otwell at: Office of Institutional Advancement, Turner Bldg., University of Maryland, College Park, MD 20742.

Peace Corps Memories

From the earliest days, Peace Corps Volunteers have possessed talents far above those necessary to do their jobs. Many were gifted in those areas which seem to transcend language and culture ... sports and music.

Joe Brooke, Ghana Volunteer, (photo at right) is shown teaching the proper grip at the national lawn tennis clinic held in 1975 for more than 60 players from Secondary Schools and Training Colleges.



PCV Prudence Ingerman (center photo) was a teacher, and also a folk singer. Here with Volunteer nurse Gayle Standring she plays an impromptu concert in Coroico, a town in the Bolivian Andes in 1963.

The photo at left shows PCV James McKay during a basketball game in Lahore, Pakistan. The Pakistani Tiger Brothers handed the West Pakistan Peace Corps Volunteers their first defeat of the season. Peace Corps served in Pakistan from 1961 to 1967.





Planning the reunion for 1961 Volunteers are: (seated) Roberta Kaplan, Sierra Leone; Mary Cahill Gray, Pakistan; Maureen Carroll, the Philippines; J.T. Mullins, Colombia; Sean Doherty, India and Peace Corps Director Loret Miller Ruppe. (standing) Phyllis Draper, PCI/Washington coordinator; Charles Cathey, Tanzania; Mac Destler, Nigeria; John Hurley, Malaysia; Tom Scanlon, Chile; Peggy Bruton, Thailand and Sam Selkow, Ghana. Malinda Cotter, representing St. Lucia, was unable to attend the meeting.

Photo—Anne Alvarez

September Celebration

The year-long celebration will culminate with a round of activities in Washington from Sept. 19th through the 22nd.

In addition to a symposium, plans are being made which include a reception for the "first" 864 Volunteers, Rose Garden ceremony at the White House and a gala at the Kennedy Center for the Performing Arts. As soon as details for these and other events are finalized we will inform you.

As we have no list of addresses for most former Peace Corps Volunteers, we ask that you pass all information about the 25th Anniversary along through your RPCV network.

For more information about the symposiums or other Peace Corps activities call 800-424-8580, Ext. 288. Or write to: Peace Corps 25th Anniversary Office, M-11-5, 806 Connecticut NW, Washington, D.C. 20526.

Symposium Schedule

During the anniversary year, Peace Corps is sponsoring several symposiums throughout the United States in conjunction with its 25th Anniversary. The symposiums, under the local sponsorship of Returned Peace Corps Volunteer organizations, the World Affairs Council and similar groups, will consider the topic "The U.S. Partnership in the Developing World."

Memphis, Tenn.	Fri., Feb. 10
Louisville, Ky.	Fri., Feb. 21
Boston, Mass.	Sat., Mar. 1-8
Los Angeles, Calif.	Thurs., Mar. 6
Seattle, Wash.	Fri., Mar. 7
Portland, Ore.	Sat., Mar. 8
Dayton, Ohio	Fri., Mar. 14
Hartford, Conn.	Fri., Mar. 24
Oklahoma City, Okla.	Mon., Mar. 31
Albuquerque, N.M.	Tues., Apr. 8
Columbia, S.C.	Fri., Apr. 11- Mon., Apr. 14
Hanover, N.H.	Fri., Apr. 25- Sat., Apr. 26
Cleveland, Ohio	Mon., Apr. 28
San Antonio, Tex.	Thurs., May 8

Indianapolis, Ind.	Fri., May 9
Kansas City, Kans.	Fri., May 16
Denver, Col.	Fri., May 23
Anchorage, Alaska	Mon., June 13
Palm Beach, Fla.	Mon., June 27
Washington, D.C.	Fri., Sept. 19- Mon., Sept. 22

(KING CEREMONY continued from p. 3)

Winters, whose home is in San Francisco, has been teaching English as a Second Language in Thailand since February, 1984.

Both Digles and Winters said they were happy that America has finally honored a Dr. King with a national holiday. The Martin Luther King, Jr. "The Living The Dream Pledge" relates well to the Peace Corps goals.

The Living The Dream Pledge

In honor of Martin Luther King, Jr.'s life and work, I pledge to do everything that I can to make America and the world a place where equality and justice, freedom and peace will grow and flourish.

I commit myself to living the dream by loving, not hating, showing understanding, not anger, making peace, not war.

ICE ALMANAC

From the Field

Bookbinding/Repairing—Kenya

Before we go into how to repair damaged or almost destroyed books let me make a few suggestions on keeping books from getting in that condition.

1. With your headmaster's support (this is very important if it is to work) make it very clear to the students that they are financially responsible for the books (both text books and library books). You must follow through by charging them a certain amount for damage, especially to new books.
2. Teach the students a little about care for books; obvious things like not getting books wet and not rolling books up and putting them in back pockets should be stressed. Remember, that while you have owned many books, most of your students never have, so they simply do not know proper book care.
3. Don't get angry with first offenders; with repeat offenders consider revoking their library, and if necessary, text book privileges.
4. Try to get students to cover books. Supply them with old newspapers or scrap paper if you are able.
5. Repair books fairly early before the pages start getting lost. This brings us to the repair of books.

The Book Press

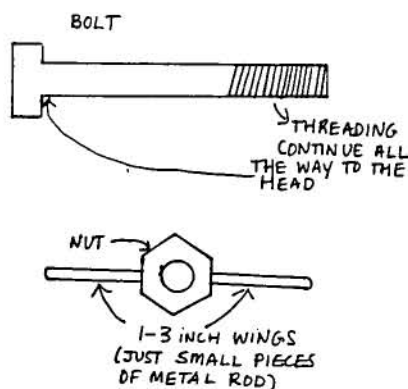
The first step is to build a book press. Time taken to do this well is well repaid. Described here is the press we use, but I'm sure that with a little thought improvements can be made; so feel free!

MATERIALS NEEDED

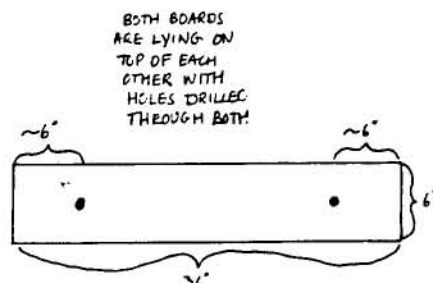
Wood:
 2 pieces - 1" x 6" x 36"
 4 pieces - 2" 4" x 14"
 2 sheets - 1" x 12" x 12"

(optional)
 many 3" and 1 1/2" nails
 2 bolts - 12" long x 1/2" with nuts
 4 large washers with 1/2" holes

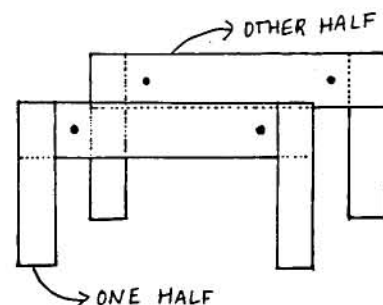
Since most bolts are threaded only for the first 3 or 4 inches, take the bolts to a machine shop and have them continue the threads all the way to the end (check the nuts to make sure they turn easily all the way before you bring them back to school). At the same time as you are having the bolts threaded, have 2 wings welded onto each nut to make hand tightening easy. The machine shop will charge for their work, so be prepared.



Wood should be as good (unwarped) as possible. Lay the 2 pieces of wood (1" by 6" on the ground on top of each other and drill a hole 6 inches from each end straight through both boards. The holes should be a little bit larger than the bolts you are using.

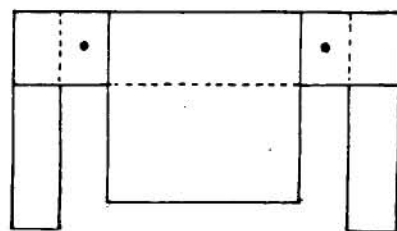


The next step is to nail the 4 legs (2" by 4" by 14" pieces of wood) at the ends of the drilled pieces of wood. The legs are nailed on the outside of the holes.

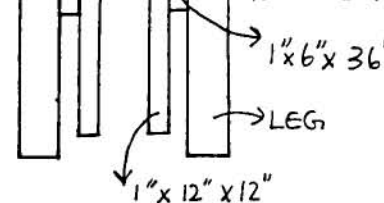


Optional: Nail the 1" by 12" by 12" pieces on the inside of the two U-shaped stands you have just made (be careful that the nails are pounded flush with the wood). They should be nailed between the drilled holes and on the opposite side (of the 36" drilled piece of wood) from the legs. When the two separate pieces are bolted to each other these two boards should come together.

CENTER VIEW OF EACH PIECE



SIDE VIEW OF BOTH PIECES TOGETHER



Finally put 1 washer on each bolt; put the bolts through both pieces; put the second washer on each bolt and then put the nuts on.

You are now the proud owner of a late model book press. If these instructions were confusing, contact PC/Kenya for the model in the training center (starting October 12, 1985) that you can copy (or for further explanation). Good luck!

ON TO REPAIRING BOOKS

Materials needed:

Manilla paper

thread—We use regular sewing thread 4 threads thick, but you might be able to find something thicker which you do not have to quadruple.

glue—Henkels Book Binding glue: Diluted until fairly thin will repair many books. Dilute in small batch and keep sealed. (a glass jar works).

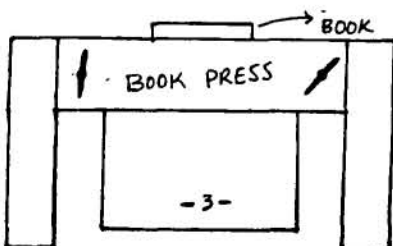
knife—An old knife which is sharpened by hand with a file is very good as it is both sharp and slightly serrated.

Again, this is something which can be done in a few minutes but at times needs to be repeated. We usually spend 10–20 minutes fixing each book and so far no repeats.

STEP # 1 Put all of the pages in order

STEP # 2 If the front and/or back cover of the book is/are missing or badly damaged, then cut a piece of manilla (poster board) the same size as the book and place it in position.

STEP # 3 Place the book in the book press with 1–2 inches of the spine sticking out above the press. Tighten the bolts.

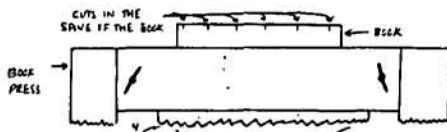


STEP # 4 Using a sharp knife and a new file or an old rasp,

scrape the spine so that all of the glue is removed and the paper is rough and exposed. Also roughen 1–2 inches of the front and back covers.

STEP # 5 Make cuts into the spine 1/8–1/2 inch deep and spaced 1–3 inches apart. **!!!IMPORTANT!!!**

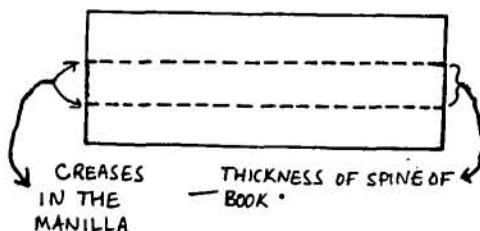
Check how much room the printers have left between the end of each line and the inside edge of the paper. This will help you determine how deep to make the cuts. Make the cuts at least 1/4 inch less than the allowable inside margin.



STEP # 6 Cut 4 pieces of sewing thread 50 cm long. Twist them so that they stay together.

STEP # 7 Wind (lace) the thread back and forth tightly through the cuts that you have made. Then tie the loose ends together as tightly as possible.

STEP # 8 Cut a piece of manilla (poster board) the same height as the book—about 2–4 inches wider than the book's thickness.



STEP # 9 Crease the manilla so it fits snugly over the spine and overlaps the front and back cover.

STEP #10 Put glue on the spine thickly so it can soak in. Also lightly cover the manilla paper with glue as well as the parts of the front and back cover of the book that will be covered by the manilla. Press the manilla onto the spine firmly then firmly press the sides of the manilla onto the front and back covers. Make sure the manilla is smoothed down firmly.

STEP #11 Open the press and slide the book in until the spine is even with the top of the press. Tighten the press very snugly. Leave the book in for 10–15 minutes; then take it out and start on the next one.

Let the books rest for 12–24 hours before resuming normal use.

If you have any improvements or comments let us know at the book committee. Good Luck!

Peace Corps Kenya Book Committee
P.O. Box 30518
Nairobi, Kenya

P.S. It is a good idea to write the title of the book on the new spine before students write their names in that nice clean blank space. If you have replaced the front cover it is also good to write the title etc... there.

ICE Almanac

Acting ICE Director
Maureen Delaney

Acting Editor
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Networking
Trish Heady

SPA Network
Linda Spink & Jim Patterson

From the Field
Kenya Book Committee

Feature
Agriculture & Health Sectors

The Ag Sector—Support and Service

Of all the problems facing the developing world today, none are more crucial than those dealing with food production. In a way, the term "food production" is a misnomer. The problem, at least on a worldwide scale, is not one of a general lack of foodstuffs, but rather includes a number of problem areas which contribute to a deficiency in the quality and quantity of food reaching the neediest people. In many areas of the world, the infrastructure does not allow for the transportation of food from high to low production areas. Inadequate storage systems contribute to high post-harvest food losses. Poor soil conservation practices allow topsoil to be washed away at an alarming rate. Lack of steady water supply and distribution systems greatly exacerbate the problems associated with periodic droughts. Incentives for self-sufficiency are often outweighed by dependence-building, but well-meaning, food aid programs. Alleviating these problems is not a hopeless cause and is, in fact, a goal of grassroots development agencies and organizations such as the Peace Corps.

To address these issues, one of Peace Corps' primary missions has long been to assist developing nations meet their needs for agriculture and related programs that will increase the quality and quantity of agricultural products. Currently, 25 percent of all Volunteers, a total of approximately 1,500, work in agriculture and closely related programs. Their projects encompass an enormous variety of activities spread throughout most of the 61 countries that have Peace Corps programs. PCVs in Lesotho encourage the development of small gardens. In the Philippines, they promote the development of small animal husbandry projects. In Ecuador, they serve as extension agents working to introduce better breeds of cattle into the native stock.

Providing the technical support for these various Volunteer projects is the responsibility of the Agriculture Sector in the Office of Training and Program Support (OTAPS). Given the emphasis on the world-

wide agriculture program, the major food crisis in Africa and the growing number of Volunteers assigned to agricultural projects, the sector is now staffed by two specialists.



Rick Record
Agriculture Sector Specialist

Joining the OTAPS staff in September 1985, Sector Specialist Rick Record was a Volunteer in Ghana. Before coming to Peace Corps-Washington, Record was on the staff of the agriculture training center in Frogmore, South Carolina. Besides his experience in agriculture, Record brings to his position a B.S. in Horticulture and a Master's degree in Horticulture and Plant Genetics, both from Rutgers University.

Specialist Phil Jones is on loan to the Peace Corps from the Soil Conservation Service of the United States Department of Agriculture (USDA). A former Volunteer in Brazil and Associate Peace Corps Director (APCD) in Kenya, Jones has a B.S. in Agriculture Education from Texas Tech University and a Master's in Agriculture from Sam Houston State University.

In their roles as Sector Specialists, Record and Jones provide the technical assistance that enables Peace Corps country staff and Volunteers to meet the agricultural development goals of host country governments. For effective management of the agricultural programs, the two have divided their responsibilities ac-

cording to their experience and expertise. Jones is responsible for soil science, ag education, animal husbandry, farm mechanics and rural youth development. Record is the technical backstop for crop extension, plant protection, ag economics and apiculture (beekeeping). He will also act as project manager for the stateside training program, while Jones will be responsible for interagency collaboration.

"Regardless of your technical specialty or of your area of responsibility," Jones says, "service is the essence of the Sector Specialist's job. We in OTAPS and the Agriculture Sector feel very good about what we do. We are like a county extension agent who works with people asking for his services, not telling people *what* to do but helping them when they ask us to."

By responding to requests for assistance and by working in close collaboration with APCDs the Sector has become adept at applying generic training and global practices of good agriculture to specific situations.

Requests to provide support to country programs may come at various stages in the life of a project, including the initial development of that project. Specialist Jones recently served as a technical advisor to an agricultural project being developed in The Gambia. At the invitation of Lacey O'Neal, Country Director,



Phil Jones
On loan from USDA

Jones worked with officials of the Ministry of Agriculture, the Agency for International Development (AID), the USDA and other members of the Peace Corps country staff to evaluate how effectively the Peace Corps could recruit and train Volunteers who could help develop a soil conservation service.

The proposed soil conservation program will be aimed at improving basic conservation practices at the village level. Volunteers working at the extension agent level will help local farmers construct contour terraces, design waterways for runoff control, conduct soil surveys, improve crop residue management and promote better overall management techniques in crop production.

Soil conservation is of utmost importance in all agricultural programs. "If we don't look seriously at soil conservation," Jones explains, "we will never be able to solve the serious problems we face in Africa. From our experience in the 1930s in this country, we know how destructive poor land management practices can be, but we also know that good management can rehabilitate even severely damaged land."

Volunteers will be trained as agriculture extension agents by members of the USDA Soil Conservation Service and will be supervised by specialists from the Ministry of Agriculture and AID technicians. The ministry will also supply vehicles to allow the Volunteers to have a greater impact in a larger area.

Aside from helping new projects get started, the Agriculture Sector also provides support for ongoing projects by evaluating them and making suggestions for improvement.

When the Ag APCD in Lesotho found that a small animal husbandry project was failing to live up to its promise, a request for help arrived on the Sector Specialist's desk. The Specialist found a retired farmer in Iowa with 40 years of poultry experience who was willing to take on the challenge. After being briefed by the Agriculture Sector, the poultry man was sent to Lesotho where he spent several weeks assessing the skill levels of Volunteers. Upon determining that they were weak in poultry nutrition, diseases and housing skills, the

consultant conducted an inservice training session to correct those deficiencies.

Training

Such inservice as well as preservice training support of Volunteers is a primary function of the Sector. Through Information Collection and Exchange (ICE), the Sector offers a series of preservice training manuals on Crop Extension, Livestock Production, Beekeeping and Agriculture Extension. These manuals are based on methods and curriculums developed in state-side training programs which are largely devoted to improving technical skills. The guides present broad-based generic programs designed to bring the generalist Volunteer's knowledge of basic agricultural concepts up to an acceptable, working level. To augment the teaching of basic agricultural skills during state-side trainings specific skills training, focusing on relieving host country conditions, ideally takes place during the incountry phase of preservice training.

"Host country governments are increasingly emphasizing their need for technically competent Volunteers," Record says. "At the same time, American colleges and universities are graduating fewer agriculturalists. Since those graduates have never been easy for the Peace Corps to recruit, the most appropriate way for us to respond to the host countries' requests is by upgrading the technical side of our preservice training."

Jones also comments on the emerging priority on technical skills for staff and Volunteers. "We need to improve the level of our technical expertise to increase our credibility with both host country officials, who insist on higher skill levels, and with other donor agencies, who support us so much in our technical efforts through project funding."

One way of improving the technical skills development of Volunteers is by working more closely with international centers of the Consultative Group on International Agriculture Research (CGIAR), such as the International Rice Research Institute

(IRRI), Centro Internacional de Agricultura Tropical (CIAT), and the International Institute of Tropical Agriculture (IITA). Each of these centers focuses on research in specific crops or general product improvement in a particular agroclimatic zone.

These centers represent the state of the art in technical expertise. By developing close collaboration with them, the Peace Corps can have a greater impact on food production in its various agricultural programs.

A New Initiative

A new program that was begun in response to the food production crisis in Africa is the Africa Food Systems Initiative (AFSI). AFSI is working toward creating long-term, multifaceted agricultural development programs for implementation at the village level. Each project will involve an integrated team approach, concentrating on areas such as water supply, soil conservation and crop production. Each Volunteer team member will be skill trained in a particular technical area, such as water supply, but will also be given an understanding of the technical resources the other team members can contribute to the development of a project area's resources.

This approach to programming was developed because of the complex, interrelated problems responsible for the current crisis in African food production.

The development community realize that the green revolution, which resulted in great gains in production in India a decade ago, may not be duplicated in Africa. In India, a number of technical solutions, notably the introduction of high-yielding rice and wheat hybrids, were applied effectively. In Africa, the problems in food production cluster around a matrix of issues such as transportation, storage, soil conservation practices, water supply, distribution inputs and marketing. Effecting change in that matrix requires a good understanding of the specific practices prevailing in each of these areas. Given the diverse nature of the problem, solutions will

have to be sought on a country- and even village-specific basis.

According to David Watson, program assistant for AFSI, "The key to programming is working very closely with specific situations. Each problem must be solved incountry and that requires a lot of energy, technical know-how, and close collaboration with host country governments and donor agencies."

The success of this program also requires a major commitment from the OTAPS Agriculture Sector. Not only will the Sector be instrumental in helping to create effective training programs that will make AFSI's

unique brand of programming work, but it will also need to provide considerable technical support to assist the programming effort.

Watson believes that the success of AFSI-assisted programming incountry depends heavily on the kind of technical backstopping routinely available from OTAPS. "The Sector Specialists review proposals, locate people to serve on design and assessment teams, brief those teams, and draft statements of work. Later on they will help monitor and evaluate pilot programs which will be in place in Lesotho, Mali, Niger and Zaire in FY 1986."

The real key to successful agricultural programs and the focus of the Sector's support is, of course, the Volunteer. Volunteers can do much in promoting successful agricultural practices because they work with farmers on a one-to-one basis at the grassroots level. The Sector Specialist's job is to support these Volunteers in their efforts. "Our goal," states Record, "is to provide Volunteers with the appropriate basic training and technical backup to provide the help and assistance necessary to improve local food production capabilities throughout the developing world."

Peace Corps and ORT

Six million people die annually from the effects of dehydration, a side effect in 10 percent of diarrhea cases. Five million of those victims are children under the age of five.

Young children are potentially at risk of dehydration with the first attack of diarrhea. If the episodes are not stopped, the child can rapidly lose a dangerously high percentage of body fluids and minerals. Thus, the emphasis of treatment is to replace the loss with equal amounts of fluids and salts, either orally, or, in the case of severe dehydration, intravenously.

In a large measure, deaths from dehydration can be prevented by the introduction of a simple but effective procedure known as oral rehydration therapy (ORT), which involves administering a solution of salt, sugar and water.

ORT is an inexpensive, effective treatment for dehydration that mothers can administer to their children. In some countries, pre-packaged sachets are available and widely distributed. Other countries promote a home solution consisting of table salt, sugar and water, as well as the pre-packaged sachets. In these instances mothers are taught to use the home solutions at the first sign of diarrhea, but to use the pre-packaged solution for mild-to-serious cases of dehydration. In all situations, however, the ingredients must be very carefully measured since incorrectly mixed formula (es-

pecially too much salt or sugar) can be life threatening to a child.

Mindful of the practical aspect of the procedure and its life-saving potential, 72 countries in the developing world have established national ORT policies and are in the process of mounting nationwide campaigns to promote the use of ORT at the community level. Many international health and development agencies, including the Peace Corps, support these efforts.

"ORT gets results," says Phyllis Jones, Program Assistant in the Peace Corps' Office of Training and Program Support (OTAPS). "In just four hours after beginning the procedure you can see a baby begin to get better that would otherwise probably die."

After the first International Conference on Oral Rehydration Therapy (ICORT I) Peace Corps and the Agency for International Development (AID) signed an agency agreement (February 1984) which mandated Peace Corps' participation in ORT activities worldwide. The objectives of that participation include:

- integrating ORT into the primary health care services provided at the community level by local clinics and health workers;
- training health personnel to treat acute diarrhea with Oral Rehydration Solution, and involving mothers in treating their children from the first episode of a diarrhea attack; and

- promoting prevention and control of diarrheal diseases by improving sanitation, nutrition and childcare.

Peace Corps Health Volunteers in eight countries are already working to achieve these objectives.

In the Dominican Republic, where malnutrition is the number one health problem among young children, ORT-trained Volunteers are assigned to the Community Health Education Program. Volunteers having degrees in health or related fields organize workshops and seminars to train community leaders and field workers in the principles of sound nutrition and ORT. These specialists also serve as resource people for other Volunteers working in community outreach and health promotion.

Primary Health Care Volunteers working in Mauritania's Community Health Education program are assigned to the rural areas of the country where they train village counterparts in ORT concepts. Those Volunteers survey the health attitudes and behavior of the community and encourage the development of small gardens, feeding centers and growth monitoring projects that have great potential for improving the general level of nutrition.

Peace Corps Director, Loret Miller Ruppe, says of the Peace Corps' commitment, "In a world where one

(continued on page 18)

(continued from page 17)

out of every 20 children dies of diarrheal-related dehydration before the age of five, Peace Corps Volunteers can and will play a critical role in increasing awareness of ORT and disseminating ORT techniques and formulas to those who need it most."

Director Ruppe also mentions that Volunteers working in other sectors such as agriculture and fisheries can also be involved in ORT activities. "Our commitment to ORT spans the spectrum of Peace Corps Volunteer assignments. In addition to health Volunteers, we will train Volunteers with secondary projects in health to promote ORT practices, and recognize symptoms and the degree of dehydration in children, so they may recommend to the parents the proper course of action for the child's wellbeing."

Through the Health Sector, Office of Training and Program Support (OTAPS), the Peace Corps provides technical and financial support for new health programming efforts as well as ongoing health projects and training programs. The Sector has already supported country ORT efforts through program consultancies, staff conferences and inservice training programs. For example, programming consultancy provided by the Health Sector helped establish Peace Corps' participation in the ORT activities of the Dominican Republic.

Spending two weeks in-country, a consultant reviewed existing ORT policies and plans and recommended appropriate Peace Corps involvement in the national ORT project. She talked with key personnel from the Ministry of Health and national leaders in the ORT effort, and with PCVs working in community programs. Her final report included an evaluation of the general health care climate surrounding ORT awareness (prior to training it was surprisingly low.) Finally, the consultant recommended overall program directions, proposed options for community based action, suggested agenda topics for inservice training for Volunteers and their host country counterparts and indicated support services essential to the program.

The staff conference is another



Peace Corps-sponsored participants and planning committee—ICORT II.

mechanism for creating awareness of ORT programming opportunities. Held in-country for ministry officials, representatives from private voluntary organizations (PVOs) and other international agencies, a Peace Corps hosted conference serves as a forum for open discussion about national ORT policies and practices.

The Health Sector has prepared a staff conference agenda that provides guidance in making these conferences effective. The agenda includes a schedule, enumerates conference goals, contains readings and suggests group activities. Conference goals facilitate:

- discussion of policies, priorities and strategies for the promotion of ORT and the prevention and control of diarrheal diseases (CDD);
- exchange of information, ideas, project activities and strategies for working in ORT and CCD as well as up-to-date technical information; and
- foster coordination and cooperation among concerned agencies such as the Ministry of Health, the Peace Corps, AID and PVOs working in the country's ORT program.

More than 100 people have attended ORT Staff Conferences held in the Philippines, Nepal, Gabon and the Dominican Republic.

The Health Sector also provides

technical and financial support for the training of Volunteers and their counterparts. A primary tool of this training is the ORT training manual, developed by CHP International and published by the Office of Information Collection and Exchange (ICE).

The ORT training manual, which was field tested in the Philippines, Nepal, Gabon and Senegal, has been used to train over 200 Volunteers and their counterparts in eight countries. Along with countries where it was tested, the manual has been used to design inservice training programs in the Dominican Republic, Liberia, Zaire and Swaziland.

Corresponding to the objectives of the Peace Corps-AID interagency agreement the six modules of the guide cover:

- preventing and controlling diarrheal diseases
- using oral rehydration therapy
- identifying and referring dehydration cases
- improving child nutrition
- planning, implementing and evaluating health education projects.

This highly-flexible training model can be adapted to train Volunteers and counterparts assigned to health projects or those working in other

(ORT continued page 24)

With this issue we are announcing the expansion of the S.P.A. Program to include health as a program impact area. In response to the field and in support of the global goal of "HEALTH FOR ALL BY THE YEAR 2000", Peace Corps has identified primary health care as a priority programming area with major focus on health initiatives aimed at decreasing infant/child mortality and morbidity, and promotion of maternal health. To further this effort Peace Corps and AID have agreed to provide up to \$15K per country for S.P.A. community health projects. Guidance on how to receive and account for the money has been pouched to country staff. We would like to take this opportunity to explain the approval criteria for community health projects.

- * The project must be conceived and implemented in conjunction with a local community organization or group.
- * The project must not encourage reliance on U.S. assistance.
- * The project must be scheduled for completion within one year of its commencement.
- * Individual projects must not exceed \$10,000.
- * The project must be concerned with development in the area of health and be related to one or more of the following:

- 1) Diarrheal Disease and Immunization
 - oral rehydration therapy (ORT) for infants
 - immunization of infants and young children
- 2) Malaria and vector biology control
- 3) Maternal health care
- 4) Nutrition
 - growth monitoring of infants and young children
 - breastfeeding
 - weaning
 - Vitamin A
- 5) Water supply and sanitation
- 6) Health education

In addition to the money for small community projects, AID has made money available for Technical Assistance which provides health programming consultants and in-service training programs for staff and Volunteers.

Successful S.P.A. Projects

Before Volunteers become involved in community health projects we feel it is important to discuss what makes for a successful project and the effective role Volunteers have taken in previous S.P.A. projects.

The success of an S.P.A. project is determined by more than the end product. The process of a community working together to address an identified need is as much a part of success as is the end result.

Successful S.P.A. projects should enhance a community's ability to organize, plan and make group decisions. They should result in a community being more confident and able to transfer organizational and technical skills to other aspects of their work and community efforts.

PCVs can play an important role in helping to ensure that an S.P.A. project is successful. A PCV who assumes the role of a "facilitator" rather than a "doer" of a project, helps to transfer technical skills, enhance leadership capacity, and increase self-reliance.

PCVs who have worked with S.P.A. projects have identified the following as crucial to the accomplishment of a project and to the process of skill transference and capacity building.

Ownership of the Project A successful project is owned by the community organization. A PCV brings skills that can help the community to define a problem, identify a solution, access resources, and implement the activity. It is the community, however, who must have identified the project as a priority and who must take ownership of the project.

Problem Identification A successful project addresses a clearly defined problem, one that can be broken down to basic causes. A PCV's analytical skills can be extremely useful in helping the community to identify possible causes of a problem and thereby select the most appropriate solution and implementation strategy. For example, a community may know they have a shortage of grain. The PCV, using a problem solving approach, can help to identify

whether the shortage is caused by poor seeds, inadequate water supply, poor soil, insufficient technical skills, pests, lack of labor, poor harvesting techniques, etc. Once the problem and the causes have been identified, an appropriate project strategy begins to evolve.

Planning Successful projects depend on thorough planning before implementation. PCVs can help in the planning process by introducing simple planning methods and asking clarifying questions. The community group, however, needs to be involved in and take responsibility for the planning.

Implementation Projects which have significant contributions from the community, both in-kind and financial, are more likely to succeed. During the implementation phase of a project a PCV may be instrumental in training participants in new and/or improved technical skills related to the project. The transfer of skills during this training is essential for the long term success of the project.

The Proposal The content of a proposal should come from the community organization whenever possible. Some countries translate proposal forms to increase community members' understanding and participation in submitting the proposal. PCVs can be extremely helpful in organizing and writing a clear proposal.

Record Keeping S.P.A. projects are funded with government money and must, therefore, be accounted for with proper receipts and vouchers.

Before a project request is submitted, arrangements are to be made for handling the project money. Ideally, money is paid directly from AID to local vendors for materials and supplies. In some cases, however, this is not possible and cash advances must be given to the community group. A Volunteer may help the community group open a bank account and establish a simple record keeping system, if one does not exist already.

(continued on page 20)

COUNTRY SPOTLIGHT

Since health is a new addition, we do not have any country on which to focus the spotlight. We thought that it would be of interest, however, to list the countries with active health programs. If you are involved in a specific health project and would like to learn about similar projects in other countries just look at the list and write to that country.

AFRICA

CAR	Primary School Health
Kenya	Public Health Extension
Liberia	Primary Health Care/CCCD
Malawi	CCCD
Mali	Community Health Education
Mauritania	Community Health Education
Niger	Nutrition Education
Sierra Leone	Community Health
The Gambia	Primary Health Care
Togo	Community Health Education

NANEAP

Fiji	Health Nutrition Health Education Lab Technology
Morocco	Health Nutrition
Papua New Guinea	Health Nutrition
Philippines	Health Education/ Sanitation
Thailand	MOPH Nutrition Malaria Eradication

INTER-AMERICA

Belize	Health Services Development
Ecuador	Rural Health
Guatemala	Community Health Promoter
Honduras	Nutrition Rural Health Extension Epidemiology
Jamaica	Health/Nutrition
Paraguay	Rural Nurses Health Educators

While the final report may be written by the PCV, recommendations and comments should be from community members.

RESOURCES

The following are resources which, though not S.P.A. specific, may be of assistance to Health Volunteers.

CONTROL OF GUINEA WORM: [Ask Almanac, Nov/Dec '84]

This article, which appeared in the ICE Almanac, Nov./Dec.'84, provides a good introduction to Guinea Worm which is one of the oldest parasitic diseases known to man. The article points out that presently there is a significant effort to eliminate Guinea Worm as governments realize the loss in productivity (U.S. \$500 Mill./Year), and the amount of human suffering.

The article focuses on the transmission characteristics of Guinea Worm which are unique since it is transmitted only by drinking infected water, thus control efforts may be focused on one aspect of prevention.

In summary, the article outlines which activities can easily be undertaken by Volunteers as both primary and secondary projects and lists available materials and contact persons in-country. Some of the most effective control measures suggested are: filtering water through a cloth which removes the carrier (Cyclops), building protected water sources which prevent persons from entering and infecting the water, preventing persons with Guinea Worm from entering water sources, and treating water with *Abate* (which is low in toxicity to humans).

Audio-Visual/Communications Teaching Aids [ICE: P-8]

Health and Sanitation Lessons (Africa) [ICE: R-27]

Both of these publications available from ICE are excellent resources for Volunteers planning health education activities. The *AV/Communications Teaching Aids Packet* shows how pictures can effectively communicate information about nutrition, Oral Rehydration, and a wide variety of other topics. Its clear easy instructions for developing and testing appropriate visual materials for use in presenting effective health activities make it useful for producing low cost yet quality products.

The *Health and Sanitation Lessons* has 43 health lessons developed in Niger on a wide variety of topics such as Maternal health, Weaning Foods and Hygiene. These lesson outlines present a good jumping off point for developing other health lessons.

New Program Combats Childhood Communicable Diseases (CCCD) [Peace Corps Times: May/June '84]

The Solution to the Dehydration Problem

PCVs to Promote ORT ICORT Article [Jan/Feb 1986]

The two earlier ORT articles state the case for Volunteer participation in National ORT programs, ORT as an inexpensive, yet highly effective treatment for dehydration is a perfect intervention for both health and non-health Volunteers.

The article in this issue brings Peace Corps' ORT activities up to date.

(continued from page 19)

Volunteers have found that setting up a checking account which requires co-signatures ensures open and responsible disbursement of the project funds. Again, the PCV may be more knowledgeable about these procedures and can be of assistance to the community group.

Monitoring and Evaluation

Throughout the life of the project, the community group and the PCV should monitor their progress towards the project's goals. By continuing to monitor the project, the community organization can make any adjustments necessary to ensure the ultimate success of the project.

For each S.P.A. project, the community is required to submit a final report which reviews the project to see whether the original goals were met, identifies lessons learned and discusses benefits of the project.

Networking

Local Networks

Technical information can only be useful if the appropriate information is accessible when it is needed. ICE helps to fill that need from Peace Corps Washington through its publications and networking efforts. Many Peace Corps field offices augment ICE services by building local networks with local technical information sources and coordinating this activity through a Peace Corps incountry resource center.

The incountry resource center plays a role in solving many of the technical information problems of Peace Corps. The transient nature of Volunteers and staff often leads to the reinvention of the wheel. This problem can be offset by housing documents of the Peace Corps and other development projects in the resource center. Such readily available data can save time and energy and will allow Volunteers to build on and improve the work of others.

The many materials that ICE provides can also be made available through the resource center. These materials include: the twenty periodicals regularly distributed by ICE; all the material listed in the *WHOLE ICE CATALOG*; the World Neighbors Opix filmstrip projector; the Appropriate Technology microfiche library from Volunteers in Asia; and other materials sent from ICE for special requests. In addition to ICE materials, the resource center can make available whatever country specific information would be most useful to its own Peace Corps posts.

In order to acquire relevant materials and information for its collection, the resource center must set up a network of technical information sources. Every country varies in its level of accessibility to technical information; for example, in some countries copyright law requires that every book published be deposited in the national library, whereas other countries have little control over what is published. The resource center can help with this problem not only by collecting the technical information itself but by also being the logical place to centralize data about *where* to get information.

It is impossible for the resource center to house every document that a Volunteer might need, but it is possible for the resource center to

provide a solid referral for every question it cannot answer. Providing referrals will be easier in countries where the government has set up a national information system or where a national bibliography is available. But professional associations of librarians and information scientists, educators, publishers, communicators and others can also be useful in locating information. Many resource centers have developed a card file of information sources that can be easily accessed and updated.

In addition, international organizations often maintain information centers to support their staff incountry. These centers are often open to other development workers who want to use these collections. For example: the United States Agency for International Development (USAID) operates mission libraries; sixty-five information centers serving over 140 countries are run by the United Nations; the libraries of the United States Information Service (USIS) house primarily cultural collections but can be useful for referrals; foreign embassies can also help in providing information from or about their particular countries. Although other development groups such as C.A.R.E. may not maintain information centers as such, it is important to network with them so that Peace Corps can better cooperate with their development efforts. In order to improve access to technical information in a timely manner, it is important to find out about the collections and services of other international development groups at the local level.

Other sources of information useful in building a resource center are: local governmental ministries and public libraries; local universities and research centers; local booksellers and publishers; local development groups; and private individuals with special subject expertise. The resource center should also make sure to be placed on mailing lists for publications from relevant organizations such as the Food and Agriculture Organization (FAO). Addresses for such groups are listed in directories available from ICE.

The Peace Corps, with 25 years

experience, is in a unique position to share its technical know-how with the rest of the world. This fact is reflected in the Peace Corps' Forward Plan which calls for increased dissemination of Peace Corps technical information. An incountry resource center can provide a vital link in the information dissemination efforts of the Peace Corps by channelling exceptional technical documents to ICE for increased availability to all development workers.

Resource Center Development

ICE is often asked to provide advice and assistance in setting up and maintaining incountry resource centers. In response to this need, ICE has developed a training design and information packet for incountry resource centers. In addition to these resources, ICE will be sponsoring three-day regional workshops on the subject. These will provide countries with established resource centers to share their experiences with other Peace Corps countries. These sessions will not only act as a forum for the exchange of information among countries but will also offer skill training for resource center managers.

Each participant will leave the workshop with a self-developed action plan outlining steps to set up or improve his incountry resource center. Some issues for consideration in the action plan are: staffing options (existing resource centers are staffed by host country nationals hired for that purpose, current host country or American staff, Volunteer or staff spouses, third-year Volunteers, and Volunteer committees); budgetary considerations; materials acquisition and organization; policies on lending, hours of operation and other factors regarding use; physical location and layout; equipment and furnishings; outreach operations and current awareness services; the continuity of resource center management including the transfer of skills to subsequent managers.

(continued on page 22)

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

ICE offers the following materials to assist in developing and operating incountry resource centers:

Incountry Resource Center Procedure Manual;

Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers;

Free and Reduced Rate Magazine List;

Core Reference Collection of Suggested Titles

(Incountry Resource Center Workshop Training Manual) will be available after the design has been tested in three pilot workshops.

Countries with operating resource centers may wish to make their resource center handbooks available to other countries. Other organizations, such as Volunteers in Technical Assistance (VITA) and International Networks in Education and Development (INET, formerly the Non-Formal Education Information Center) also publish materials on how to set up a resource center.

For more information regarding setting up and maintaining a resource center contact Trish Heady in ICE.

Sector Updates

AGRICULTURE

The Production, Storage and Feeding of Herbaceous Forages to Support Ruminant Livestock in Developing Countries of the Tropics and Subtropics, Howard B. Sprague. USAID, 1985 (ICE Reprint 1985) 58 pp. Free.

Discusses the importance of livestock in providing food, income and energy for work. Advances a program for increasing livestock productivity relying exclusively on forage—grasses and legumes—along with crop by-products and residues (straw, stalks, vines, and so on). Discussion limited to conditions in the tropics and sub-tropics.

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

Agribusiness Management Resource Materials (Vol. II), edited by J.D. Drilon, Jr. 1971 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 444 pp. \$13.50.

Written for business teachers and their students as well as for managers of industry and leaders of the agricultural community. Presents a series of case studies from Asia covering advanced problems facing various segments of the agricultural industry. Puts the reader in the problem-solving, decision-making role. Covers the rice, sugar, vegetable, coconut, and coir fiber industries. Number of case studies from each segment varies, but each describes a situation existing in an Asian country.

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

Amaranth: Modern Prospects for an Ancient Crop, report from the National Research Council. 1984. (BOSTID 2101 Constitution Ave., N.W., Washington, D.C. 20418) 80 pp. Free.

Provides a detailed examination of the characteristics and prospects of

amaranth, a little-known crop grown as either a grain or a leafy vegetable. Plant offers considerable promise as a food source. Report based on findings of a panel who examined fields of grain amaranth and sampled products from the plant. Intended for development agencies, officials, and institutions involved with agricultural development.

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

Low Cost Farming in the Humid Tropics: An Illustrated Handbook, by Paul Sommers. 1983 (Inland Publishing House, Inc., Sta. Mesa, P.O. Box 406, Metro Manila, Philippines) 38 pp. \$2.95.

Describes and illustrates techniques which farmers can use to reduce or eliminate dependence on costly tools and supplies. Explains how most farming operations can provide basic requirements from the local environment. Discusses essential plants for low-cost farming, companion planting and specific locations for plants. Includes checklist of essentials. Useful to all involved in agricultural development issues.

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

APPROPRIATE TECHNOLOGY

Drying Wood with the Sun: How to build a Solar-Heated Firewood dryer, prepared by the National Center for Appropriate Technology. 1983 (NCAT, P.O. Box 3838, Butte, Montana 59701) 24 pp.

Plans for constructing easy-to-build firewood dryers, along with step-by-step building instructions. Lists projects that develop solar kilns and those that demonstrate the use of wood as an alternative fuel.

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

Food Drying: Proceedings of a Workshop Help at Edmonton, Alberta, edited by Gordon Yaciuk. 1981 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 104 pp. \$11.00.

Covers four topics most important in the design and operation of a drying system: drying requirements; consumer acceptance; heat and mass transfer and heat source. Papers given by researchers and scientists from around the world represent projects occurring in diverse climates and social systems. Sums up overall recommendations and proposes future projects.

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

EDUCATION

Education/Special Education Technical Vocabulary (Spanish-English), prepared by Peace Corps/Chile. 1984 (PEACE CORPS, Information Collection and Exchange, 806 Connecticut Ave., N.W., Washington, D.C. 20526) 25 pp. Free.

Useful glossary of terms commonly used in Special Education. Includes words like *flat feet*, *Down's Syndrome* and *gifted person*.

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

FISHERIES

A Guide to Tilapia Feeds and Feeding, by Kim Jauncey and Barbara Ross. 1982 (Institute of Aquaculture, University of Stirling, Stirling, FK 9 4LA, Scotland, U.K.) 111 pp. \$13.00.

Shows how carefully-managed scientific studies can be adapted to give practical assistance to fish farmers. Deals primarily with the formulation and manufacture of complete and supplementary feeds for cultured tilapias. Outlines complete nutritional requirements for various species.

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

Fishing Boat Designs: 1, Flat Bottom Boats, (FAO Fisheries Technical Paper No. 117 Revision 1), compiled by Arne Fredrik Haug. 1982 (Food and Agriculture Organization of the United Nations, Via Delle Terme di Caracalla, 00100, Rome, Italy) 44 pp. \$7.50.

Presents basic designs of boats that are simple to construct for use in small-scale, non-industrial fisheries. Briefly covers building procedures, selection of timber, and fastenings and specific boat plans. Includes detailed designs and helpful illustrations.

Available free through ICE to all PCVs and staff working in marine fisheries projects.

Tilapiine Fishes of the Genera *Sorotherodon*, *Oreochromis* and *Danakilia*, by Ethelwynn Trewavas. 1983 (Comstock Publishing Associates, a division of Cornell University Press, Ithaca, New York) 536 pp. \$63.00.

Identification of basic information about the ecology and evolution of tilapiine fishes. Ecological review is primarily taxonomic. Book also discusses zoogeography and fisheries. Includes extensive bibliography.

Available free through ICE in very limited supply to countries with large fish culture programs.

FORESTRY

Obstacles to Tree Planting in Arid and Semi-Arid Lands: Comparative Case Studies from India and Kenya by Jeffery Burley. 1982 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 52 pp. \$11.75.

Study compares agroforestry practices in the arid and semi-arid lands of two countries. Compared in terms of environmental, technical, social and economic factors. Identifies

both constraints to tree planting and areas in which development agencies can help through training and dissemination of knowledge. Appendix includes outline of a four-week training course in forestry, a proposal for a 35-hour course in agroforestry, and a description of summer courses in forestry at the Commonwealth Forestry Institute, Oxford.

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

Fruit-Bearing Forest Trees, with the assistance of the Swedish International Development Authority. 1982 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 177 pp. \$13.00.

Provides information to promote forestry activities at the community and the household levels. Consists of an alphabetically arranged list of fruit bearing trees suitable for community planting. Emphasizes the nutritional value of the fruit. Each entry describes the distribution of the tree, its ecological requirements and uses. A bibliography is included for each tree.

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

HEALTH

Game of Childhood Diseases by Frank Bialosiewicz and Julie Burns. 1983 (Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003) 30 pp. \$1.50.

A simulation board game for young children in developing countries. Teaches about common infectious diseases and parasitism. Focuses on the relationship between those diseases and malnutrition and hygiene. Includes specific instructions for constructing the game.

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

(continued on page 24)

(Health from page 23)

Health Education and Planning: A Diagnostic Approach by Lawrence W. Green, Marshall W. Kreuter, Sigrid G. Deeds, Kay B. Partridge, 1980 (Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301) 306 pp.

Based on the notion that health behavior must be voluntary. Describes a process that ensures agreement between practitioners and recipients. The process is called PRECEDE (predisposing, reinforcing and enabling cause in educational diagnosis and evaluation). Primarily aimed at health professionals in education in the United States. Covers making a social diagnosis, an epidemiological diagnosis, a behavioral diagnosis, and an educational diagnosis. Explains how to apply PRECEDE to school health education and to patient care.

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

SPECIAL EDUCATION

Basic Principles of Vocational Rehabilitation of the Disabled International Labour Office. 1982 (ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland) 53 pp.

A presentation of the basic principles of the vocational rehabilitation process for experts working in the field. Concentrates on those who are responsible for seminars, training courses and study tours. Covers medical, social and educational considerations.

Available free through ICE to all PCVs and staff working in Special Education projects.

CORRECTION

Feature article, page 19, *ICE Almanac*, Sept./Oct./Nov. issue, third paragraph, second column delete "experimental". Sentence should read, "This area has received a great deal of attention in recent years from OTAPS and I believe it

(ORT from page 18)

technical areas who have the opportunity to promote ORT at the community level.

According to Program Specialist Phyllis Jones, the optimal time to conduct these inservice training sessions is after the Volunteer's first year of service. "At that point," Jones says, "the Volunteer is sensitive to the culture, familiar with the behavior and language and able to work effectively in the community. Without this knowledge Volunteer input might be inappropriate."

To assist countries in monitoring the impact of the inservice training, the Health Sector has devised an evaluation tool. The questions on that form measure whether the Volunteer has mastered ORT techniques and, if so, how often she has used them or trained others to use them. Results from this evaluation will help countries revise the inservice training program, making it more appropriate for their individual situations.

The Health Sector also provided support to ORT efforts by sponsoring a Peace Corps presence at the second International Conference on Oral Rehydration Therapy (ICORT II) held in Washington, D.C. in December 1985. Seven APCDs and seven host country nationals working in ORT projects in 14 countries where Volunteers have already had, or soon will have, ORT training attended the three-day meeting. This conference focused on recent developments in implementation, public health and biomedical research, interaction of nutrition and diarrheal disease, and methods of preventing and controlling diarrheal disease.

Acting Health Sector Manager Colleen Conroy says, "These APCDs and counterparts can be great energizers for the ORT effort. They return to their posts with fresh ideas and the potential to get things going. That is crucial to us because our energies are useful only when they fit

has paid off. Rigorous, comprehensive, *experiential* training with a strong trainee assessment component is critical to the success of the Peace Corps fisheries program.

into the energies of the country's program."

Stressing that funds are available for many kinds of support activities, Specialist Conroy encourages country staffs to take advantage of the opportunity. "ORT is a solid tool, a hands-on skill that Volunteers can acquire after a short training session."

Properly-trained Volunteers working in well-designed ORT projects that are consistent with the goals of the national effort can help reduce the grim statistics of children under the age of five who die of dehydration. In making that contribution, Peace Corps Volunteers help make an important difference in the lives of needy people in the developing world.

In view of Peace Corps' broad commitment, Director Ruppe urges country directors to explore programming opportunities in ORT. "Seventy-two countries in the developing world have made ORT a priority in their national policies. I urge Peace Corps directors in the 61 nations hosting our Volunteers to be informed of each national policy and its implementation, and to work with their host governments to determine what role the Peace Corps may play in making ORT more readily available to mothers and families."

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.