



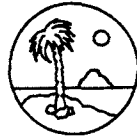
UNIVERSITY OF OREGON
Micronesia and South Pacific Program

Technical Assistance Program 1997 PERFORMANCE REPORT



Submitted to
the U.S. Department of Interior, Office of Insular Affairs

December, 1997



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TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	1
PROGRAM BACKGROUND.....	1
PROGRAM MANAGEMENT AND ACTIVITIES.....	2
<i>Funding</i>	2
<i>Staffing</i>	2
<i>Program Evaluation</i>	3
LIBRARY DEVELOPMENT	3
RESPONSE TO GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) OF 1993.....	4
<i>Network Documentation</i>	5
ROLE OF THE MICRONESIA AND SOUTH PACIFIC PROGRAM IN COMMUNITY DEVELOPMENT	7
<i>Introduction</i>	7
<i>The Case Studies</i>	8
<i>Community Development Case Study #1 – MSPP and Organizations</i>	9
<i>Community Development Case Study #2 – MSPP and Skills Transfer</i>	11
<i>Community Development Case Study #3 – MSPP and Comprehensive Island Involvement</i>	14
1997 TECHNICAL ASSISTANCE PROJECTS.....	19
1997 AGENCY AND GRANT CONTRIBUTIONS TO TA PROJECTS	21
1997 TECHNICAL ASSISTANCE PROJECT EVALUATIONS.....	23
<i>American Samoa</i>	
<i>Promoting Energy Efficiency and Wise Water Use</i>	25
<i>Environmental Assessment and Environmental Education</i>	26
<i>Global Informations Systems Training</i>	27
<i>Commonwealth of the Northern Marianas</i>	
<i>Global Information Systems Networking</i>	28
<i>Marine Monitoring</i>	29
<i>Ecotourism Marketing Plan</i>	30
<i>Kosrae</i>	
<i>Computer Training and Data Management</i>	31
<i>Coastal Protection Strategy</i>	32
<i>Resources Center Development</i>	33
<i>Conservation Area Site Development</i>	34
<i>Republic of the Marshall Islands</i>	
<i>Computer Training and Database Organization</i>	35
<i>Tourism Development Plan for a Pacific Atoll</i>	36

	<u>Page</u>
<i>Republic of Palau</i>	
<i>GIS/LIS Database Development</i>	37
<i>Five-Year Historical and Cultural Preservation Plan</i>	38
<i>Institutional Program Evaluations</i>	39
<i>Computer Training Project</i>	40
<i>Housing Needs Assessment</i>	41
<i>Palau</i>	
<i>Long-term Preservation Planning Project</i>	42
<i>Canoe Building Documentation</i>	43
<i>Conservation Trust Fund Design</i>	44
<i>Samoa</i>	
<i>Environmental Science Teacher Resource Materials</i>	45
<i>Yap</i>	
<i>Vocational Training Review and Analysis</i>	46
<i>Funding Resources and Grant Writing Project</i>	47
ATTACHMENTS	48
<i>Attachment A: Technical Assistance Projects 1989-1997</i>	49
<i>Attachment B: Program Brochures</i>	50
<i>Attachment C: PIALA Keynote Speech</i>	51
<i>Attachment D: Library Proposals Submitted to OIA for Funding</i>	52
<i>Attachment E: Networking in the Pacific (GPRA)</i>	53
<i>Attachment F: Letters of Support</i>	54
<i>Attachment G: Supervisor Evaluations</i>	55
<i>Attachment H: Articles about the MSPP</i>	56
<i>Attachment I: "Going Places" Newsletter</i>	57

**University of Oregon
MICRONESIA AND SOUTH PACIFIC
TECHNICAL ASSISTANCE PROGRAM**



1997 PERFORMANCE REPORT

Prepared by Maradel K. Gale, Director
December, 1997

INTRODUCTION

The University of Oregon Micronesia and South Pacific Program has concluded its ninth year of providing service to communities in the Pacific islands. This year the program completed a total of 24 projects throughout Micronesia and, to a limited extent, in the south Pacific. This year saw the closure of the affiliation program with the University of the South Pacific in Fiji, as the funding provided by the U.S. Information Agency terminated after five years.

PROGRAM BACKGROUND

The University of Oregon MSPP Technical Assistance Program is funded by the US Department of the Interior, Office of Insular Affairs. Over the past nine years, the program has completed a wide array of projects in a number of fields. [See Attachment A.]

The work of the MSPP is guided by the following concepts:

1. Public agencies in the Pacific islands often need assistance with small-scale planning and public policy projects;
2. Most public agencies and many organizations lack a corps of qualified mid-level workers;
3. Graduate students, particularly those at the Master's degree level, provide an excellent source of skills and professional technical assistance;
4. Skills transfer is a crucial aspect of technical assistance if sustainable development is to be fostered in the Pacific islands; and
5. Both the graduate students and Pacific island counterparts benefit from the experience of applying their professional expertise in a cross-cultural setting.

The intention of the MSPP Technical Assistance Program is to utilize advanced graduate students as technical assistants (TAs) on assignments related to planning and public policy

in the field in the Pacific islands. The MSPP provides training, per diem and travel expenses, while recipient agencies and organizations in the Pacific islands cover housing and project expenses. [See Attachment B for program brochures.]

PROGRAM MANAGEMENT AND ACTIVITIES

Funding

This year has been one of falling behind financially for the program. Our funding for general program management did not keep up with increased costs. We did, however, receive funding beyond our basic grant for four special projects.

The State of Oregon, through the legislature and then through the Chancellor of Higher Education's office, has continually diminished the level of funding to the University of Oregon. As a result, funds which formerly came to the MSPP have been reduced, for example, in the provision of a graduate research fellow for the academic year. Also, the course load of the director has been increased to the "normal" course load of five 4-credit courses, whereas in the past, there was some course load reduction to compensate for the time and energy spent on program development and implementation. Inasmuch as the work of teaching has increased, and the work associated with running the program has not decreased, this has meant the director has carried the equivalent of two full-time jobs for the past year or two. The resulting burnout from this situation has been considerable.

Staffing

We have been fortunate to locate excellent assistance in the form of work-study qualified students to assist the program. One drawback of this approach is the short-lived nature of their commitment. The best students seek graduate teaching or research fellowships, where their tuition is waived in addition to receiving a salary. This past fall term, for example, both of the students working with the program actively sought and obtained GTF positions so they could be relieved of the heavy burden of out-of-state tuition. While we are validated in the selection of high-quality students, it does mean that the MSPP staff bears the burden of retraining student assistants on a too-frequent basis, which takes time from other staff responsibilities.

Dorothy Bollman, the new grants administrator for the Institute for a Sustainable Environment, has progressed rapidly in her position as a replacement for Julie Walker. The financial management systems of the University of Oregon are convoluted and complicated, and Dorothy has done very well at getting up to speed so she can keep us informed of our financial status and responsibilities.

Nancy Peyron, Associate Director of the MSPP, attended the Summer Institute for Intercultural Communication for the first time in 1997, and took courses in "Games and Simulations for Multicultural Training" with Sivasailam Thiagarajan as well as "Training for International Transitions" with Bruce LaBrack and Margaret Pusch. These courses provided additional skills which Nancy brought into the training process for the MSPP TAs.

Kristen Taylor, a graduate student in Community and Regional Planning, was the MSPP Graduate Research Fellow for part of the year. In the middle of the year, Kristen traveled to Palau as an MSPP TA to conduct a housing assessment with the Palau Housing Authority. In her absence, Rick Reece, also in Community and Regional Planning, filled in as the GRF. Both of them worked on grant writing, program development, and assisted with general office work.

Marciana Burke worked with the MSPP as a work-study student, and was responsible for outreach and networking which resulted in an excellent group of interested applicants attending our fall term information meetings on the UO campus as well as at OSU.

Cal Knickerbocker was employed through the UO LEarn Program to maintain our office computers.

Maradel Gale, Program Director, was elected to the President's Faculty Advisory Council for a two year term, which gave her regular access to the President and the Provost of the University. She also served on the International Affairs Advisory Council, which became deeply involved in examining the future role of international activities (such as the MSPP) at the UO.

Program Evaluation

Under the auspices of the University Affiliation program of the USIA, a faculty member from the University of the South Pacific came to the UO for six weeks. Taiamoni Tongamoa, currently seconded to the South Pacific Regional Environment Program (SPREP), assessed various aspects of the MSPP from the perspective of a Pacific islander. Her input was useful in helping us understand ways of thinking that sometimes seem counterproductive to us when interacting with people in the islands. Taiamoni also had suggestions for enhancing the utility of the final reports among island agencies.

As a spin-off of the work of Taiamoni, the MSPP worked closely with a graduate student pursuing joint Master's degrees in the MBA program as well as International Studies, to develop a systematic on-site evaluation of an array of the projects on which MSPP TAs have worked over the years. As part of the next phase of the MSPP evaluation process, Ken Gulick planned to travel to the islands in the summer of 1998 and conduct his site research, but we were unable to obtain funding for this project.

LIBRARY DEVELOPMENT

In the summer of 1997, Maradel Gale was invited by the Pacific Islands Association of Libraries and Archives (PIALA), to be the keynote speaker for their annual meeting which was to be held in November, 1997, in Pohnpei [see Attachment C]. OIA agreed to provide funding for this trip. During consultation with the head of the Technical Assistance Division of OIA, the MSPP was requested to conduct a special workshop for the twenty-plus libraries with which we have been working since 1989. The purpose of the workshop, sponsored by OIA, was to determine the long- and short-term needs of the libraries so

funding could be directed to meet those needs and PIALA librarians could continue the excellent progress that has been made over the past nine years.

The librarians who attended the workshop were delighted with the process as well as excited and surprised by the unexpected prospect of additional funding. In the following several months, most of the librarians submitted requests for "next-stage" development of their libraries. The remarkable thing about the requests, once the MSPP had filtered through them, was the relatively small amount of funding that could make such a great difference to the local libraries. Unfortunately, this project has not yet been funded, and it has been somewhat embarrassing to deal with the dashed hopes of the people who worked so hard to present their proposals for possible funding. [See Attachment D.]

RESPONSE TO GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) OF 1993

In early 1997, MSPP received a letter from OIA explaining the GPRA and the implications for the MSPP. OIA also provided a copy of the Office of Insular Affairs goals for meeting the requirements of the GPRA. The MSPP was invited to determine which of the OIA goals specifically apply to the MSPP. One goal on which the MSPP has been working over the years, and on which we continue to work, is related to improving governmental relations, and is intended to "strengthen the interagency network to resolve insular areas' problems."

Our organization's overriding concerns with sustainability, whether of the island environment, the culture, the economy, or more directly, of projects, has meant looking at ways to ensure that limited funds are not ill-spent. One of the ways to do this is to avoid costly duplication of activities, and that can be done by increasing communication between and among decision-makers in the governments with which we work. The island cultures in Micronesia treat some types of knowledge as power, and are loath to share that information for fear of losing power. While this trait is not uniquely Micronesian, it seems to have been developed to frustrating extremes in some island communities. For example, one of our TAs was prohibited by his supervisor from attending an international conference on a relevant topic which was taking place on his island for fear that the TA might "leak" information about the project on which he was working. In this atmosphere, networking for the purposes of sharing information or processes becomes an impossibility. The resulting isolation can mean that one branch of government does not know what another is doing (which, again, is hardly unique to Micronesia!).

TAs have been instructed to work for increased communication and interaction between the agency to which they are assigned and other parts of the government which might benefit from their knowledge and involvement. At times, we have purposely assigned one TA to more than one agency in order to break down this artificial barrier. And with all TAs we explain the problem, and encourage them to involve their supervisor and counterpart in networking activities. Given our past practice of networking, with the advent of the GPRA, we issued a memorandum to all technical assistants [see Attachment E], and sought feedback from them as to impacts in this area. What follows are some comments that were reported by the TAs.

Network Documentation - Summer 1997
American Samoa Territorial Energy Office (TEO)
MSPP TA Jen Shaffer

6/19 - Visited the Dept. of Public Works with my counterpart to talk about the new General Building Code and how the proposed Energy Efficiency Building Code will affect construction in the territory.

6/25 - Visited ASPA's (American Samoa Power Authority) power plant in Satala to talk to the engineers about energy consumption and production on island.

6/26 - Visited ASPA's Tafuna water plant with counterpart to inquire about water consumption.

7/7 - Contacted the Dept. of Education to try and arrange a meeting to discuss energy and water conservation related curriculum.

7/8 - Spoke to education coordinator at the American Samoa EPA about Project Wet (a water conservation curriculum). Her department and the American Samoa Community College Land Grant group have people trained in using Project Wet materials. These people will be a good resource for the TEO in putting together an activity guide.

7/9 - Spoke to the head of high school science curriculum at the Dept. of Education. We discussed the possibilities of generating a special high school elective course in energy or water conservation or an activity guide sponsored by the TEO.

7/10 - Talked with the chief petroleum officer at BHP about where oil comes from and who consumes the most on island. I've noticed that my counterpart is often in contact with the program manager in the Guam Energy Office to discuss the Energy Efficiency Building Code that is being developed.

7/15 - At my urging, my counterpart contacted Le Vaomatua, a local NGO environmental group, about the activity guide they produced but never published. They said that we should feel free to use any of their materials. This is the first official contact that the TEO has had with Le Vaomatua.

7/22 - Spoke with the Dept. of Education again about possibilities for education program activities produced by the TEO.

7/25 - My counterpart spoke with the head of ASPA and the office finance manager contacted the Office of Communications to try and set up e-mail for me and get e-mail and internet access for the TEO. E-mail and internet access will allow the TEO to interact with related agencies more and at a faster rate. Access for the office will take a few months due to the backlog of applications at the Office of Communications.

8/5 - Spoke to the Territorial Archaeologist about Samoan sun symbols. I would like to use a Samoan symbol in the ads for the newspaper advertising campaign.

8/8 - Visited SPREP office in Apia, Western Samoa. Spoke to their education people about obtaining energy, water, and waste related activities for the TEO's education guide. This is the first time TEO has contacted SPREP. Their waste expert will soon be starting a public education campaign promoting the reduction of waste and recycling. TEO is interested in doing something similar. I will give the TEO engineer and my counterpart the phone number of the SPREP waste expert so that they can get in touch about exchanging materials.

8/11 - TEO does fireworks for the opening ceremonies of the 1997 South Pacific Mini-Games. The Governor's Office is in charge of the ceremonies.

8/12 - The head of elementary school science curriculum called to ask if we would like to make a presentation at the teacher's inservice training this year. We will be giving two seminars for the Dept. of Education on integrating energy and water conservation into education on the 28th of August.

8/28 - Gave two one-hour seminars for the Dept. of Education teacher's inservice training on energy and water conservation in education.

9/4 - Spoke with Dept. of Education. Will follow up seminar with a letter going out to all schools letting teachers know that the TEO has information available to them and will provide speakers and conduct field trips at their facilities.

9/5 - Supervisor went to Governor's cabinet meeting with other department heads to discuss the future of American Samoa.

9/8 - Delivered letter to Dept. of Education. Discussed with them the TEO's commitment to helping students learn more about their environment and conservation of resources. My counterpart talked with ASPA managers at lunch.

9/9 - Engineer, handymen, and AmeriCorps guys will begin fixing and installing solar water heaters at all schools for the Dept. of Education. Plan to begin production of solar water heaters free for low income people. Will probably need to talk to Social Security/Welfare Office and ASPA to find out who qualifies. Spoke with a curriculum person from the Dept. of Education this morning. My counterpart went to the Governor's office for a meeting.

From Kosrae, a TA reported: "Networking between agencies was a requirement for completing the task of writing a marketing implementation plan for ecotourism development on Kosrae. To understand carrying capacities for sustainable ecotourism limits and for encouraging networking between agencies, my counterpart and I met with directors of the following agencies: The Utwa-Walung Marine Park (once a week informally); the Kosrae Utility Administration (every other week informally); Marine Resources (twice at the end of August); Development Review Commission (once a week); Kosrae Department of Transportation and Utilities (once in July); and we attended the Kosrae Visitors Authority meetings weekly throughout the summer."

While we did not receive such detailed information from each TA, throughout the period of their assignments we heard from TAs about the variety of intergovernmental connections they were making through their assignments. Short of keeping a log of these contacts (as was done by Jen), this is the sort of information that is anecdotal, and the results of networking show up in such things as the island-wide geographic information systems (discussed below).

One of OIA's GPRA goals is focussed on improving governmental management systems, particularly planning capability. While the work of the MSPP is not confined to the sectors mentioned by OIA in that goal, a major portion of our work is in the area of planning, including long-range and strategic planning. As can be noted from our materials, many of the TAs are master's degree candidates in the Planning, Public Policy and Management department at the University of Oregon. Their focus on skills transfer in whatever sector they may work is usually on some aspect of planning as it relates to decision-making. The discussion of our work in Kosrae (below) documents the degree to which we are working to strengthen the government's ability to make educated plans for their current and future management.

ROLE OF THE MICRONESIA AND SOUTH PACIFIC PROGRAM IN COMMUNITY DEVELOPMENT

Introduction

Visitors to countries such as those in Micronesia soon become aware of an array of "outsiders" who are serving in some capacity as agents of development in the country. These consultants represent such organizations as the Peace Corps, Japan Overseas Volunteer Corps (JOVC), the Asian Development Bank, the Pacific Islands Training Initiative, and the Pacific Business Center, to name a few. Each of these organizations operates within a particular view of the processes of development and its role in assisting the governments and countries which are recipients of assistance. Each brings a special approach, and each is different in terms of process, focus, purpose and timing. These next paragraphs discuss the role of the MSPP and how it differs from and is similar to the other types of change agents currently working in the Pacific.

The Peace Corps Volunteers (PCV) generally work within a specific sector at the request of the host government. This may be education, business development, or fisheries, for example. Many of the PCVs are recent recipients of bachelor's degrees, and do not have a great deal of experience in the field in which they will be working. Peace Corps training attempts to provide PCVs with a minimum level of competence. The JOVC operates under basically the same principles as the Peace Corps. The great advantage this type of volunteer has is the length of time s/he stays at a site, which is generally two years.

Consultants funded by such organizations as the Asian Development Bank are often highly paid, skilled in responding to consulting requests for proposals, and may be working on a number of projects at the same time. Many of the contracts do not provide much time *in situ* for the consultant, which may mean a short site visit, and then a report is written back home. Finally, a final product is delivered to the government agency to whom the consultant is assigned. Consultants are not generally focussed on skills transfer. This is not always the case, but we have found it common enough to remark upon as the MSPP has, in several cases, been asked to "clean up" the problems left behind by an unaware, not very culturally sensitive consultant.

Organizations such as the Pacific Business Center (PBC) make regular forays through the islands, working mostly with private sector entrepreneurs, and assisting them with the development of business plans, networking with potential suppliers, and providing ongoing long-term contact (even though they don't stay at one site for long). The Pacific Islands Training Initiative (PITI) hires instructors to provide classroom training in topics of interest to island governments, mostly in the area of financial and accounting practices. Over the years, we have observed that the individuals who provide the PITI training may or may not be well-versed in local needs and interests, and may or may not be able to tailor the training to the local situation.

The work of the MSPP dovetails with these other efforts. For example, the Palau Visitors Authority (PVA) requested assistance from the MSPP in designing and administering a

visitor exit survey to help understand tourist profiles and expenditures as well as responses to various activities engaged in on Palau. This work was done in 1994, when Jason Kruckeberg worked with PVA to develop the exit survey. In the course of his three months in Palau, Jason taught several staff members in PVA to conduct the surveys and record the data in a database. Subsequently, the PVA, through the PBC, submitted the data to the University of Hawaii for analysis by a faculty member there. While this will provide useful information for PVA, it does not increase the ability of the agency to conduct their own analyses, as there is no effort at skills transfer for this part of the project. That is the role that the MSPP plays very well.

The MSPP's niche in this array of assistance providers falls somewhere between the long-term individual commitment of the Peace Corps and JOVC volunteers, and the short-term involvement of many consultants. Unlike PBC, we work primarily with the public sector and occasionally with non-profit non-governmental organizations. The persons who are selected to provide technical assistance are well-versed and generally experienced in their field, and carefully matched to the characteristics of the agency with which they will be placed. They are trained and observed by MSPP staff for three months before they are awarded their assignment. This training includes intercultural communication skills and problem-solving, as well as increased awareness of the self as an agent of change. Once selected, the TAs are provided with another three months of island- and culture-specific training. TAs are on the island for three months – long enough to begin to gain an understanding of the island lifestyle, and to engage in significant skills transfer, but not so long as to encourage dependency by agency personnel on their presence.

Each year in the MSPP Performance Report, we include detailed information on the array of projects which were completed during the year. While that information is useful to describe the activities of the current year, it fails to convey the comprehensive results of our work when viewed over time. This year we address this unique strength of the MSPP, which has not been concentrated on in past reports. What follows are three case studies that will provide a longer-range perspective on the work we have been doing.

The Case Studies

The Micronesia and South Pacific Program employs a grassroots community development model which is based on response to felt and expressed community needs. Over the years, we have carefully crafted our approach to the provision of technical assistance. We choose to work with specific organizations or agencies through time, where we can continue human resource development at a very basic level. We have found that, even where personnel change and/or some leave the agency, the work that has been done continues to inform the agency, and the people who move use their skills in their new assignment. At another level, we work on particular types of problems, such as database management, computer training, and GIS. On the smaller islands, we look at the overall picture of our work and attempt to fill gaps in knowledge and understanding so the island decision-makers can fully appreciate the impacts of their decisions. In developing these case studies, one example will be presented in each of the above areas.

One study looks at our continuing work with a particular organization or agency, Palau Community College, with which the MSPP has worked since 1990. The second study is of a particular type of project, namely the provision of Geographic Information Systems (GIS) training on a number of islands. Thirdly, we include the long-range effects of a variety of projects completed on one island: Kosrae. We are documenting this material so that the reader may understand the systemic impact of ongoing involvement provided by the MSPP on the agencies, organizations, and indeed, the communities in which we work. From another view, it provides an awareness of the need to continue the unique aspect of the UO program, which is a grassroots model where we emphasize building long-term relationships. During this process, we work with the communities themselves and respond to requests for the particular skills they are ready to learn and incorporate into their own patterns of working and living.

Community Development Case Study #1 – MSPP and Organizations

Beginning in 1990, when it was still the Micronesian Occupational College (MOC) and a part of the larger College of Micronesia, technical assistant Jennifer Snyder (UO Community and Regional Planning graduate student) worked with Todd Ngiramengior, then the staff person responsible for planning at the MOC. The first study was an examination of current land uses on the MOC site, and an inventory of existing facilities. There were also recommendations for ways to accommodate the future growth and development of the college.

In 1991, Steve Scott (UO Community and Regional Planning) worked with Todd to design a comprehensive physical development plan for the MOC. This project came out of the earlier inventory and assessment conducted the summer before by Jennifer and Todd.

Once the physical layout and possibilities for development were determined, the next step for the MOC was to actually move into the design stage for renovation of existing buildings and construction of new ones. In 1992, an architect TA, Sam Pierce (UO Architecture), worked on the project through the MSPP and subsequently was hired by the MOC to continue his architectural work with the college. That relationship continued successfully for several years, through a series of consulting contracts between Sam and the MOC.

After a space of some years, the MOC became Palau Community College (PCC) and, having made a good start on the physical rehabilitation and design of the campus, the administration decided it was time to explore other aspects of the college where technical assistance could be of value. In 1995, Barbara Shaw, a Eugene professional in public relations, served as a technical assistant to help Jay Olegeriil with the development of a marketing and public relations plan for PCC. This occurred during a period of shifting enrollments when staff at the college realized that they needed to develop ways to expand their market share of the potential students in Palau and elsewhere who were seeking tertiary educational opportunities.

The following year, PCC determined it needed some assistance with the overall visual environment of the campus, and requested a landscape architect to work with the building and grounds staff. Peg Murtagh (UO Landscape Architecture) arrived to help develop campus landscape designs and recommendations. As with earlier projects, the suggestions Peg submitted are being implemented as funds become available and, as a result, the campus looks better and better each time the MSPP staff visits Palau. There is now landscaping, and *koyengs* have been built in the courtyard for students to sit under between classes.

The most recent work with PCC was done in 1997. That year, two TAs were assigned to the college. One of them, a professional from Symantec Computers in Eugene, was selected in response to a request for computer training for faculty and staff. Rebecca Sweatman devised an evaluation system to test pre-training computer skills and post-training learning. In addition to conducting training for a variety of faculty members and staff of PCC, Rebecca wrote three manuals to assist with the subsequent mastery of several software systems. While it may seem to some redundant to write computer manuals, we have found, in training individuals in an oral culture, that the typical materials designed to learn software applications are extremely dense and virtually useless for people for whom English is a second or third language. As a result, the manuals prepared by the TAs, often with the assistance of their counterparts, are much more graphic and simplified than what is available on the market.

Also in 1997, Chantel Seely (UO Art and Administration) worked closely with the Dean of Academic Affairs, Meridith Randall, to design a method for evaluating various educational programs at the college. A pilot evaluation was conducted, and an excellent manual written for use by PCC in the important area of program evaluation. These evaluations are in use today.

Additionally, an ongoing project with which we have been involved since 1989 is the support of the library at PCC. This has occurred in terms of basic training in librarian skills, provision of books and materials to the library, and assistance in ordering materials and equipment. Interestingly, a few years ago the Pacific Islands collection development specialist at the University of Oregon, Jane Barnwell, resigned from her job at the UO, and accepted a position at PCC as head librarian. Jane's first exposure to the islands was as a TA, and she later did some library development work under the aegis of the MSPP. Without our program, it is doubtful that Jane would have become acquainted with the islands, nor would she have made the career shift that brought her considerable skills to PCC. We work closely with Jane, and have a mutually supportive relationship with her. One of the former TAs, Barbara Shaw, sends a box of books each month to the PCC library, responding to Jane's suggestions for most needed and suitable materials.

This information details the elements of an extended commitment to working with Palau Community College over a period of nearly a decade. We have been able to provide technical assistance in direct response to identified needs of the college, and we have transferred skills to a number of staff and faculty at PCC. The working relationships have

been excellent, and the TAs feel their time and energy has been well-spent. Having worked over an extended time period, we can see the changes taking place at the college, and know that our work there is bearing fruit.

This sort of work takes place at the grassroots level of community development, in that we are working with the people who most need the information and skills we can provide, as opposed to, for example, providing financial assistance to the college from the top down. We believe both approaches are needed, and the MSPP is honored to be able to provide this aspect of grassroots support.

Community Development Case Study #2 – MSPP and Skills Transfer

The second case study concentrates on the MSPP's provision of skills in Geographic Information Systems to island agencies and their personnel. GIS is a computer-based tool that is used to store, organize, retrieve, manipulate and analyze spatial, or geographic, information. Most data collected today have a location of some sort and GIS is a powerful tool in its capability to organize and graphically represent this geographic information. GIS can also present information in multimedia formats (maps, images, videos, animation, tables, and text), allowing decision makers to actually "see" what is happening and/or could happen to their communities.

Development of GIS requires digitizing data from a variety of sources so it can be analyzed and visually presented for purposes ranging from determining property boundaries and utility line location to land use planning and decision making. GIS is a relatively new application, only recently taught in graduate programs, and its usefulness in varied disciplines is just beginning to be understood. Graduate students at the UO utilize this software for many applications in their courses, and have become adept at teaching the application of this software in a simple and easy-to-learn format to island agency personnel.

GIS is a rather complicated software to learn, and we have found that it is unrealistic to believe that a three-month technical assistance period will leave a counterpart with fluency in this skill. For that reason, it is likely that most TAs working in this field will need to extend their assignment, or the agency will need to submit a request for follow-up assistance in this area.

Our first GIS projects were on opposite ends of the Pacific islands – in Samoa and in the Northern Marianas. In 1996, Reed Perkins, a doctoral candidate in Forest Science at Oregon State University (OSU), worked with the Coastal Resources Management (CRM) Division of the Commonwealth of the Northern Mariana Islands. Coastal zone management agencies are often the first to request GIS assistance due to their responsibilities for what amounts to the entire island, as it is all a coastal zone. In this instance, CRM wanted to obtain information from agencies across the spectrum to include in a system which would enable CRM and other agencies to see the whole picture of what is happening as a result of

development on Saipan. This was done by combining such things as coastal hazards, aquifer recharge areas, roads, power distribution systems, current land uses, public lands, critical habitats, sewer systems, slope, vegetation, soil types, land ownership, election precincts, archaeological sites, trails, wells, and watersheds into one database. Once that has been completed, the data can be visualized in comprehensive ways that reveal potential problems, conflicts, relationships, patterns, and trends, to name but a few uses.

The secret to successful GIS development is that all of the data must be gathered into one database system. The potential problem in the islands is that the desire to keep data to oneself will defeat the purpose of the system. It will not be particularly helpful, and it is not at all cost-effective if each agency with interests in this area develops their own system containing only their own data. We have encountered some reluctance on the part of agencies to "part with" their data, believing they will not reap the benefits of GIS. Once the system has been demonstrated to them, and arrangements made for easy access to the system, agencies generally are eager to support the integrated project.

An important role of the TA in GIS development is working across agency lines to determine what data are available and to obtain access to various data sources. Often this is the first time that some agencies have communicated with each other, even though they are working in related areas. Developing interagency collaboration is thus a critical side benefit of developing GIS.

Once the system was developed in Saipan, the CRM requested assistance with the development of a Coastal Resources Atlas, based on data in GIS. Chuck Schonder (OSU Marine Resource Management with a concentration in GIS) worked on this project in 1997, and utilizing ArcView, was able to create the atlas, which has been distributed to interested organizations and agencies. In the course of developing the atlas, Chuck taught the use of GIS to agency personnel. The agency also sponsored a GIS workshop for other CNMI resource agencies and Chuck taught the weeklong seminar.

American Samoa's Economic Development and Planning Office requested assistance with GIS in 1996, primarily in order to map coastal zone hazards areas. Matt Van Ess (UO Community and Regional Planning) was assigned to that project, and he created an excellent model of a system which could integrate digitized data from agencies throughout the government. The EDPO is an ideal agency for this information to be based, as their staff works on a wide range of concerns on the island, and they are somewhat more collaborative than personnel in other agencies. The first project in American Samoa emphasized mapping coastal hazards because that was of greatest concern to the agency as they processed permits for development.

A follow-up project a year later brought John Black (UO Community and Regional Planning) to American Samoa to work with the Historic Preservation Office on the implementation of a database for inclusion of historic preservation sites in GIS. By this time, in 1997, the Governor's Office had taken a proactive role in developing a unified

geographic information system for the island. This was the direct result of recommendations in Matt's report a year earlier. Participating in this GIS Steering Committee were members of the Departments of Parks and Recreation, Marine and Wildlife Resources, Public Works, Public Safety, Medical Services, the Offices of Samoan Affairs, Communications, the Historic Preservation Office, American Samoa Power Authority, Territorial Energy Office and the US Department of Agriculture.

While John's work was primarily in the area of training personnel at HPO to utilize GIS, his support for the integrated system moved the overall American Samoa GIS project along in a collaborative fashion.

After Matt's successful experience in American Samoa, he was selected by MSPP to go to Palau to work on the emerging GIS there. The government of the Republic of Palau had determined the need for an integrated GIS, and already had selected an agency to be the lead for the development of the system. The Bureau of Lands and Surveys (BLS) was designated by the Palau National Development Master Plan to support national planning efforts by developing and implementing state of the art technological tools to keep up with the pace of economic and social changes in Palau.

When Matt arrived, the BLS had identified two GIS projects: a Lands Information System (LIS) and the Palau Automated Lands And Resources Information System (PALARIS). The LIS uses GIS technology to focus on cadastral information and land records. The LIS is used to link parcel maps of private ownership and the associated land records for each parcel. A fully functioning LIS for Palau will expedite the land registration process and become an accurate base map upon which to overlay other layers of geographic information.

PALARIS is anticipated to be a comprehensive GIS database for the Republic of Palau that can be a tool to link otherwise isolated information from various sources to support physical and socio-economic planning. PALARIS is envisioned to be an information clearinghouse used to organize data and encourage inter-organizational linkages and joint decision making. PALARIS has the potential to be a powerful vehicle for change: it may raise issues that inspire planning in a way that balances short term economic gains with long term vision.

While the technical assistantship was initially planned to be for the standard three months, BLS requested that the MSPP seek funding for Matt to continue his work with the agency for an additional three months. During the six months he worked with BLS on Palau, Matt was able to successfully move the PALARIS and LIS from proposals into reality.

It is interesting to note that the original work on the establishment of GIS in Palau was contracted to a consulting firm from Japan. After the expenditure of US\$60,000, the BLS was left with a system which no one within the agency understood nor knew how to operate. It was at this point that BLS requested assistance from the MSPP. This is not the

first time that the MSPP has provided follow-up to costly consulting projects which failed to meet the real needs of the people in the islands. Consultants can badly miss the mark due to lack of intercultural sensitivity, time or interest to work side-by-side with counterparts at their pace, and lack of commitment to true grassroots community development. These elements are critically important in a high-context society built primarily on relationship.

GIS projects offer an opportunity to point out the inter-relatedness of various MSPP projects on an island. Other TAs have worked closely with the information and data developed by Matt in conjunction with GIS. For example, Scott Fitzpatrick (UO Anthropology) helped the Palau Division of Cultural Affairs develop a Five Year Plan. He and Matt developed the digitized data on historic sites and cultural resources that went into the GIS database.

Work done on the PALARIS and LIS projects by the MSPP and the BLS brought together both data and personnel from a range of agencies in Palau, allowing the development of a database which can serve all governmental agencies within the country. This is the ideal for such a system, and Palau is now a model for other states and countries in the Pacific to emulate.

Community Development Case Study #3 – MSPP and Comprehensive Island Involvement

Kosrae State in the Federated States of Micronesia has been the recipient of a variety of MSPP technical assistance placements. Several of the placements have been in response to requests by the Development Review Commission (DRC) of the Budget and Planning Office. This commission is responsible for the future development of the state inasmuch as it determines what will be permitted and what modifications of permit requests are necessary.

Beyond working with the DRC, the MSPP has worked with a wide array of agencies and organizations on the island, with an eye toward assisting the state to attend to the long term sustainability of its resource base. Because of its isolation due to lack of airline service until relatively recent times, Kosrae had not been required to make some of the development decisions faced by other FSM states. Most of the families still live self-sufficient lifestyles, relying upon their generations-old practices of harvesting lagoon, ocean and agricultural resources. Traditional building techniques are still known, although not widely practiced. The population is homogeneous, both culturally and in terms of religion, which is an organizing feature on the island. These elements form the basis for a sustainable community -- one that derives its subsistence from the local resources, is not overly dependent on imported goods (food, building materials, entertainment), and that engages in practices which have supported the island population through generations.

With this in mind, the MSPP has chosen to work on requested projects which have assisted the DRC to develop strategies for dealing with such resources and issues as coastal

protection, shoreline and reef management, mangrove forests, and solid waste. Beginning in 1992, Brady Phillips (OSU Marine Resources Management) began to design an implementation strategy for the Kosrae Island Resource Management Program. Subsequently, an overall island land use plan was developed with assistance from TAs Beverly Moore (UO Community and Regional Planning) and Laura Hafermann (UO Architecture). No less than three projects have tackled the messy issue of solid waste management, which plagues all of the islands. There is no "away" in which to place garbage on a 42-square mile island! Beverly Moore and later, Arnim Fischer (UO Landscape Architecture and Community and Regional Planning), both worked on strategies for solid waste management, and Denise Jackson (UO Community and Regional Planning) designed a comprehensive community education package about solid waste for the DRC to implement. Other projects have emphasized mangrove forest management (Beverly Moore); Vanessa Rudin (UO Community and Regional Planning) developed strategies for shoreline and reef management; and Jessica Côté helped design a coastal protection strategy that utilized low-cost, effective natural methods rather than artificial rip-rap to protect the coastline.

Closely related to the work with the DRC are two projects that have been conducted with the Utwa-Walung Marine Park and Conservation Area. In 1994, Elizabeth Caraker (UO Community and Regional Planning) helped create an overall strategy for the creation and development of the park. In 1997, Beth LaFleur (UO Community and Regional Planning) worked to bring more public participation into the design and development process, particularly in relation to monitoring impacts of the park on the natural resource base.

Bridging both the Marine Park and DRC work are projects associated with tourism on Kosrae. Greg Ringer (UO Geography) worked with the Tourism Division to explore the feasibility of nature-based tourism attractions on Kosrae. Later projects included the introduction of computerized data management of tourist records (Kristin Bonner, UO Community and Regional Planning), and development of an ecotourism marketing plan for the island (Kim Grover, OSU Anthropology).

The Kosrae Utilities Authority (KUA) requested assistance from the MSPP with energy conservation projects. Lane Community College in Eugene, Oregon, has an exemplary program in energy auditing leading to energy conservation. Sam Karp, a recent graduate of the LCC program, trained KUA staff to conduct energy audits of homes, offices, and businesses in Kosrae. UO Architecture graduate student John Pettit developed accompanying materials for energy conservation education in Kosrae.

As computers become more common in the agencies and organizations of Kosrae, we have received requests for assistance and training in the use of this technology. The Kosrae Public Works and Utilities Department had two TAs assigned to the agency over a space of three years. Clint Chiavarini (UO Community and Regional Planning) worked on the first phase of this project, teaching eleven DPW staff members such things as how to develop an employee database for evaluation and promotion, word processing skills, spreadsheet applications (including estimating costs for maintenance) and materials inventory.

Two years later, Jason Moore (a professional with Symantec Computers) conducted follow-up training in Excel, Word and the use of Windows 95 generally. Use of the Internet through the PeaceSat satellite communications system was introduced. An HP Plotter/Printer was acquired to print drawings from AutoCad and other programs. One staff member was also trained in computer trouble-shooting to be able to take care of the day-to-day problems that inevitably arise. This system of follow-up by a subsequent TA, after skills have been honed by counterparts for a period of time, is very effective. As Jason stated, "the seeds which Clint planted grew nicely and prepared the soil for more tilling and planting."

Another computer project was based in the Health Services department, where Kristin Bonner (UO Community and Regional Planning) was asked to help develop computerized systems to keep track of patients, medical and pharmaceutical supplies, billing and accounts payable, and other management operations within the hospital. As it turned out, however, the hospital's request was too advanced -- what they asked for and what they needed were two different things. After Kristin arrived and assessed the current hospital computer system, she wrote a grant to OIA (which was subsequently funded) to provide a new computer system for the Health Services department. The MSPP often encounters this challenge, which is why it helps to have "utility infielder" TAs on the ground for three months to be able to assess the actual situation and apprise the agency of what is currently needed.

Within Kosrae we have actively assisted with library development, and the results have been outstanding. In the first phase of the project, Sarah Rosner and Laura Hafermann (both UO Architecture) worked on a design for the conversion of the high school cafeteria into a library for both the school and the public. (The cafeteria was no longer used for meals since funds for the school lunch program had been cut during the Compact funds phase-down.) The design for conversion created by Laura and Sarah, with input from the school community and library staff, was followed to the last detail, including the bookshelves and signs which were made. What emerged was an island design which incorporated local materials such as woven panels of coconut fibers and shells. The Rose Mackwelung Library was dedicated in 1994.

The library is a very busy place, and is a hit with the community. The staff in this library, as in many of the others, remains in place, and the librarians regard themselves as professionals, not just as people who happen to work in a library. This is in direct contrast to many of the government workers who fill various jobs within governmental agencies. The MSPP has provided ongoing support to the librarians and encouraged them to collaborate with each other through such organizations as the Pacific Islands Association of Libraries and Archives.

Subsequent work with the library has examined ways to make the library systems more functional, including computerizing the collection for ease in locating resources and in checking out and following up on overdue books. Both Andrea Winston and Linda Huston, practicing librarians from communities in western Oregon, assisted with this project during different years.

Also in the area of education, Kelly Wyatt (UO Public Affairs and Management) worked with Kosrae High School to enhance the activities of the counseling center, including providing additional training for the counselors. This is an important part of the educational process which is often overlooked in favor of books and materials. If students aren't contacted when they are having difficulties in school, they are apt to drop out and not return to complete their basic high school education. Kelly's work assisted in developing greater awareness concerning ways to deal with these problems and brought a higher level of resourcefulness to the counseling center.

In a project related to library development, but within a special context, Aaron Sigrah (UO Public Affairs and Management) returned to his home in Kosrae to assist the Fisheries and Marine Resources agency to catalog and organize their collection of materials related to this area. Aaron also was able to help the agency locate and order relevant materials to add to this special collection.

Finally, in an attempt to reach and respond to the needs of two very different populations, MSPP TAs worked with the Community Development Office in the Public Affairs Department and with the Kosrae Sports Council. The former project was to assist with needs assessment and development of more comprehensive programs for seniors, women and youth. Within the Sports Council, an inventory was made of existing sports facilities in Kosrae and of extant sports programs sponsored by the Council. This was followed by recommendations for changes and improvements in the programs. These projects were conducted by TAs David and Hedi Shehigian (UO Asian Studies; Project Director for Peace Corps).

From the above discussion of the variety of projects conducted by the MSPP, it is possible to see the breadth of skills the technical assistants bring to island. Also notable are the ways in which these projects weave together to create a network of people aware of various options for the future development of the island state.

1997 TECHNICAL ASSISTANCE PROJECTS
University of Oregon Micronesia and South Pacific Program

Island/Agency	Technical Assistant	Project Title
AMERICAN SAMOA		
Territorial Energy Office	Jen Shaffer	Energy and Water Conservation
Environmental Development & Planning	Ethan Taylor	Environmental Education Curriculum
Historic Preservation Office	John Black	GIS Training
COMMONWEALTH OF THE NORTHERN MARIANAS		
Coastal Resources Management	Chuck Schonder	GIS Networking
Environmental Quality	Pam Kylstra	Marine Monitoring
KOSRAE, FSM		
Commerce and Industry	Kim Grover	Ecotourism Marketing Plan
Commerce and Industry	Kristin Bonner	Computer Training Networking
Department of Health	Kristin Bonner	Computer Training & Data Management
Development Review Commission	Jessica Côté	Coastal Protection Strategy
Fisheries and Marine Resources	Aaron Sigrah	Resource Center Development
Utwe-Walung Marine Park	Beth La Fleur	Conservation Area Site Development
REPUBLIC OF THE MARSHALL ISLANDS		
College of the Marshall Islands	Arnim Fischer	Computer Database Organization
Jaluit Atoll Development Association	Dan Miller	Tourism Plan for a Pacific Atoll
REPUBLIC OF PALAU		
Bureau of Lands and Surveys	Matt Van Ess	GIS/LIS Database Development (6 mos.)
Division of Cultural Affairs	Scott Fitzpatrick	Historical & Cultural Preservation Plan
Palau Community College	Chantel Seely	Institutional Program Evaluation
Palau Community College	Rebecca Sweatman	Computer Training Project
Palau Housing Authority	Kristen Taylor	Housing Needs Assessment
POHNPEI, FSM		
FSM Historic Preservation Office	Keith McDade	Long-term Preservation Planning
Historic Preservation Office	Charles Roberts	Canoe Building Documentation
The Nature Conservancy	Christine Mitchell	Conservation Trust Fund Design
WESTERN SAMOA		
SPREP	Aranzazu Lascurain	Environmental Education Curriculum
YAP, FSM		
Resources and Development	Jeannette Williamson	Vocational Training Review & Analysis
Yap Community Action Program	Denise Walters	Funding Resources and Grant Writing

1997 AGENCY AND GRANT CONTRIBUTIONS TO TA PROJECTS

PROJECT	AGENCY CONTRIBUTION					TOTAL AGENCY CONTRIB	GRANT FUNDED			TOTAL GRANT FUNDED	TOTAL PROJECT COST
	Housing	Transport	Matls. & Supplies	Networking	Misc.		Per Diem	Airfare	Other		
AMERICAN SAMOA											
Energy Conservation Education	700	15	50	15	1,320	2,100	2,275	1,081	50	3,406	5,506
Environmental Assessment Survey	700	330	20	20	375	1,445	2,275	1,081	50	3,406	4,851
GIS Training	700	55	500	125		1,380	2,275	1,081		3,356	4,736
FEDERATED STATES OF MICRONESIA											
Ecotourism Marketing Plan	1,000	150	300	200	150	1,800	2,263	1,945		4,208	6,008
Computer Training-Health Services	1,200	50	40	50		1,340	1,975	1,945	27	3,947	5,287
Computer Training-Tourism (1)		50		80		130	1,700			1,700	1,830
Coastal Protection Strategy	1,200	300	55	145	26	1,726	2,263	1,945	80	4,288	6,014
Utwa-Walung Marine Park-Phase II	1,000	200	300	150	800	2,450	2,263	1,670		3,933	6,383
Multi-Yr Historic Preservation Plan	1,050	40	30	125	300	1,545	2,263	1,866		4,129	5,674
Kapingamarangi Canoe-building	1,050	240	50	100	150	1,590	2,263	1,866		4,129	5,719
Environmental Trust Fund Study	1,650	300	225	150	350	2,675	1,950	1,691		3,641	6,316
Vocational Training Analysis	2,000	30	50	60		2,140	2,050	1,982		4,032	6,172
YapCAP Grant Writing	1,500	30	20	50	170	1,770	2,250	1,938		4,188	5,958
MARSHALL ISLANDS											
Student Tracking Database	1,500		120	30		1,650	1,313	1,233		2,546	4,196
Community-based Ecotourism Plan	1,500	1,700	20	400	200	3,820	2,263	1,403		3,666	7,486
NORTHERN MARIANA ISLANDS											
GIS Watershed Resource Atlas	1,700	120	40	300	1,360	3,520	2,275	1,742		4,017	7,537
Marine Monitoring Project	1,500	80	15		1,200	2,795	2,275	1,610		3,885	6,680
PALAU											
5-Yr Historical/Cultural Pres. Plan	1,500	100	15	70		1,685	2,250	2,082	50	4,382	6,067
PCC Program Evaluation	1,000		60	20		1,080	2,250	2,082	50	4,382	5,462
PCC Computer Training	1,000		60	20		1,080	2,250	2,082		4,332	5,412
Housing Needs Assessment	1,000	40	50	200	60	1,350	2,025	1,794		3,819	5,169
Land Information Systems (2)	3,000	100	225	150	300	3,775	3,700	2,473		6,173	9,948
SAMOA											
Environmental Science Curriculum	1,800	60	80	0		1,940	2,275	1,293	85	3,653	5,593
TOTALS	29,250	3,990	2,325	2,460	6,761	44,786	50,941	37,885	392	89,218	134,004

Note: (1) Technical assistant provided two agencies with computer training and networking.

(2) Technical assistant extended his time on Palau an additional 3 months to continue project development.

1997 TECHNICAL ASSISTANCE PROJECT EVALUATIONS

Promoting Energy Efficiency and Wise Water Use

American Samoa Territorial Energy Office

Project Description

Jen worked with the Territorial Energy Office to address five goals. These included 1) developing newspaper advertising to run in the *Samoa News* each week to promote energy and water conservation; 2) the creation of an educational activity guide, also to promote the conservation of energy and water; and 3) the creation of energy factsheets. Jen also was involved with 4) updating the Energy Conservation Seminar started by a previous MSPP Technical Assistant, and 5) holding teacher in-service training for elementary school teachers to encourage general knowledge of conservation strategies and to provide activities to teach children.

Challenges

The office seemed unprepared this year to work with a TA and, as a result, the MSPP will probably not work there again. The counterpart, while effective when in the office, was preoccupied with the South Pacific Mini-Games, and not often available to work with the TA. The work that was accomplished was useful, but the skills transfer aspect of the placement was underutilized.

Accomplishments

Templates for ads for energy and water conservation and solid waste reduction were created, and then translated into Samoan. A contract was negotiated with *Samoa News* to run an ad each week at a reduced price.

A guide to "Energy and Water Conservation Activities for American Samoa" was created. It contains an annotated bibliography of materials

available at the TEO and the community college, curriculum guidelines, a listing of available activities by category and curriculum item and activities themselves. The energy factsheets were developed: one was on buying energy efficient appliances, a second included tips on reducing energy consumption, and the third described practices to reduce water consumption.

A teacher training program was held, and while attendance was lower than hoped, those participating showed great interest in learning and incorporating the materials into their classroom preparations.

The Energy Conservation Seminar was updated, focusing on energy efficient home construction, data on oil imports, a description of the impacts of global warming, and more energy and water conservation tips.

Skills transferred in conjunction with this project were use of a template on the computer for input of text, visual composition and text writing skills, as well as contract negotiation and practice in public presentations.

Final Report

Promoting Energy Efficiency and Wise Water Use in American Samoa

Jen Shaffer, Technical Assistant
Micronesia and South Pacific Program

Reupena Tagaloea, Supervisor
American Samoa Territorial Energy Office

Raina Savali, Counterpart
American Samoa Territorial Energy Office

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Environmental Assessment and Environmental Education

American Samoa Coastal Management Program

Project Description

The main goal of the project was to devise, distribute, collect, tally and analyze an environmental assessment survey to inform the American Samoa Coastal Management Program about their public awareness and environmental education efforts.

A second goal was to revise the "Surfing the Coast" Activity Guide. And a third project was to assist Le Tausagi with its four Enviro-Discoveries Summer Camps. Le Tausagi is a confederation of several local environmental education organizations, including Fagatele Bay National Marine Sanctuary, AS Environmental Protection Agency, the Department of Marine and Wildlife Resources, AS Community College/Land Grant Program, and the AS Coastal Management Program.

Challenges

Due to conflicting schedules and a death in the family, one of the counterparts was unable to work as closely with Ethan as was desired.

Accomplishments

The environmental assessment survey was completed, analyzed and documented. The Activity Guide was revised and edited, and submitted for publication. The highlight of the summer for the TA was his involvement in the summer camps. The daily interactions with each of the camp participants enriched Ethan's understanding and appreciation of the Samoan culture while he was able to impart environmental knowledge in ways that would be remembered by the participants.

Skills transferred include environmental education, public relations, and group processes. The latter was particularly in conjunction with the summer camps.



Final Report

*American Samoa Coastal Management Program
Environmental Assessment Survey*

Ethan Taylor, Technical Assistant
Micronesia and South Pacific Program

Lelei Peau, Supervisor
American Samoa Coastal Management
Program

Lance Tauoa, Counterpart
American Samoa Coastal Management
Program

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Global Information Systems Training

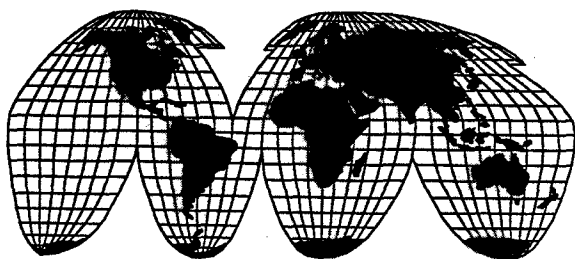
American Samoa Historic Preservation Office

Project Description

The MSPP has a successful history of TA placements in the field of historic preservation, and the placement of John Black is the first with the American Samoa Historic Preservation Office. John's work focused on the following three project goals: 1) the establishment of a GIS training program for the Historic Preservation Office, 2) the creation of a website for the same office, and 3) an analysis of GIS software for the office with recommendations for future purchases.

Challenges

The first of the three project goals listed above was hampered by a major stumbling block: the GIS equipment (which the agency assured MSPP would be there when the TA arrived) did not arrive until the 9th week of the 12 week project. The second goal was also made difficult by the initial lack of a computer dedicated as a host for the desired website. Once these problems were resolved, the project was able to be implemented in full.



Accomplishments

John's supervisor and counterpart were helpful, appreciative, and always made time to willingly share resources and information with him. They

were very interested in the project and transferring knowledge about Samoa, which turned a potentially frustrating experience into a supportive and fruitful one.

John accomplished a great deal in American Samoa. In regard to the first project goal, John completed the MapGrafix tutorial, converted two different file types of Samoan geographic data, attended GIS steering committee meetings (which were initiated by a TA the year before), and developed a questionnaire. John and his counterpart satisfied goal #2 by designing, building, and testing a website for ASHPO, and by training his counterpart in its use. Finally, in order to establish criteria for ASHPO software requirements, John completed a comparison of MapGraphix and ArcView by reviewing software and using Internet research techniques.

Skills transferred: mapping on software, data interchange with various file formats and systems, web page design and development, incorporation of graphics/photographs, and Internet research techniques.

Final Report

*Geographic Information Systems Training
Project, Historic Preservation Office, American
Samoa Government.*

John Black, Technical Assistant
Micronesia and South Pacific Program

John Enright, Supervisor
American Samoa Historic Preservation
Office

David Herdrich, Counterpart
American Samoa Historic Preservation
Office

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Global Information Systems Networking

CNMI Coastal Resources Management Division

Project Description

This project had four distinct goals: 1) to coordinate with other Commonwealth of the Northern Marianas Islands (CNMI) agencies and groups to gather existing digital data on Saipan's resources; 2) to create a data library with a standard GIS data format; 3) to create a Watershed Atlas of Saipan; and 4) to increase the GIS skills of Coastal Resources Management Office (CRM) personnel and other CNMI agency staff. Although these were lofty goals, Chuck had the advantage of using knowledge gained from an MSPP TA who had worked with the agency the previous summer. This supported the continuity of MSPP involvement and increased the likelihood of project success.

Challenges

A common experience in working in the islands is encountering a hesitancy to share information. Even with "official authority" to proceed, there can be difficulty collecting data. In the GIS context, many of the data sets were of unknown origin, which made their accuracy questionable.

Accomplishments

Data were collected from four CNMI agencies: the US Geological Survey, US Fish and Wildlife Service, the National Resource Conservation Service, as well as the University of Guam and a private firm. All of the data were converted to one standard system, so it could be used with the ArcView GIS software. Future plans include putting the data onto CD-ROM for distribution to CNMI agencies and other groups with Saipan resource interests.

The Saipan Watershed Atlas was completed and forwarded to the EPA, the project's major funding source. The text included a short history of human impacts on the local culture and environment, which may help raise awareness of the past and future challenges in maintaining local culture and healthy resource base.

In terms of training, nine agency staff members, representing four agencies, attended a training session on ArcView. These people all deal with digital data on a daily basis, so they were very interested in the training, and in the manipulation of data via the software.

Skills transferred during this project included the use of diplomacy and persistence to navigate a bureaucratic system; project planning skills, including the use of strategy sessions to keep work focussed; and a great deal of knowledge in the use of the ArcView software specifically, and GIS in general. After the interagency training workshop, two CNMI agencies -- the Department of Public Lands and the Department of Environmental Quality -- planned to use ArcView data, supplied by the CRM, to support their current projects.

Final Report

GIS Based Saipan Watershed Resource Atlas: A Project Report

Chuck Schonder, Technical Assistant
Micronesia and South Pacific Program

John Furey, Supervisor
American Samoa Historic Preservation
Office

John Jordan, Counterpart
American Samoa Historic Preservation
Office

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Marine Monitoring

CNMI Division of Environmental Quality

Project Description

While the MSPP primarily draws upon the talented student population of the University of Oregon for its TAs, it often attracts talented individuals from other Oregon institutions. Pam Kylstra, a graduate student in Marine Resource Management at Oregon State University, is one of these.

The Division of Environmental Quality of Saipan had three primary goals for Pam during this assignment. The first was to assist and instruct marine monitoring team members in basic computer skills, including the management, interpretation and analysis of gathered data. Second, to assist in field collection and in the development of the Long Term Marine Monitoring Plan; and third, to facilitate intergovernmental agency coordination of marine monitoring.

Challenges

The challenges facing Pam were fairly typical of what is faced by technical assistants working in the islands. One major problem on this assignment was finding enough time in the schedules of her counterparts to allow for proper tutoring. Another common challenge was provided by the fact that software applications were not the same from computer to computer, making it impossible to share information and work concurrently on different machines.

Accomplishments

Pam met weekly with her counterparts to discuss computer skills and applicability. She taught sections of the marine monitoring techniques course, and helped with scientific report writing for

the agency. Pam participated regularly in the actual field collection and monitoring activities and assisted in the complete revision of the Long Term Marine Monitoring Plan.

Skills transferred included understanding of scientific report design, reasons for statistical analysis, and basic skills in the Excel statistics package.

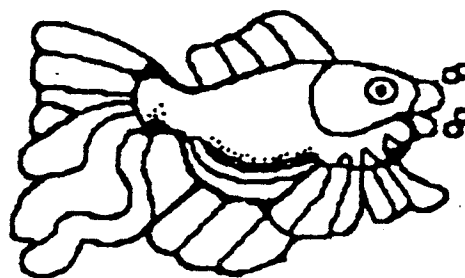
Final Report

Long Term Marine Monitoring Project: Current Status and Recommendations

Pam Kylstra, Technical Assistant
Micronesia and South Pacific Program

John Castro, Supervisor
CNMI Division of Environmental Quality

**Albert Guererro, Vince Eugenio, and
Glenn Arriola**, Counterparts
CNMI Division of Environmental Quality



University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Ecotourism Marketing Plan

Kosrae State Department of Commerce and Industry



Project Description

Kosrae is at a crossroads in terms of tourism development. There is some movement toward developing a type of tourism consistent with that found in Guam, Hawaii and Palau. Others are concerned with maintaining a level of tourism development which "fits" with the local culture and natural environment of Kosrae. The task of this project was to design an ecotourism marketing implementation plan which hits somewhere in the middle of this spectrum.

Challenges

In order to gauge the attitudes and concerns of Kosraean residents regarding various aspects of tourism, a series of interviews were planned for the project. It was difficult at times for the TA to keep the counterpart involved in this particular activity.

Accomplishments

Kim completed the Ecotourism Marketing Implementation Plan and was able to transfer several crucial skills in the process. First of all, while working together with her co-worker, the level of critical thinking in regard to tourism issues was raised. Emphasis was also placed on the importance of sustainability in ecotourism development. Finally, frequent discussions about ecotourism led Kim and her counterpart to the realization that a clarification of goals was needed and that ecotourism may not always be an attractive solution.

Final Report

Ecotourism Marketing Implementation Plan

Kim Grover, Technical Assistant
Micronesia and South Pacific Program

Singkitchy George, Supervisor
Kosrae State Department of Commerce
and Industry

Justus Alokooa, Counterpart
Kosrae State Department of Commerce
and Industry

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Computer Training and Data Management

Kosrae State Department of Health Services

Project Description

Kristin Bonner was assigned to work on computer training with the Kosrae Department of Health Services. Reasons for this project were to decrease the cost of providing health care by improving efficiency and utilizing resources more effectively; being able to track unpaid accounts and increase inter-agency sharing and cooperation. In addition, Kristin taught skills in using the computer to create health education materials for the community. Developing access to the Internet and email was another goal of the project, so that medical and health information could be quickly and inexpensively obtained.

Challenges

The lack of computers on which to work was a challenge from the start of this project. Outdated software created some challenges when it came to desk-top publishing.

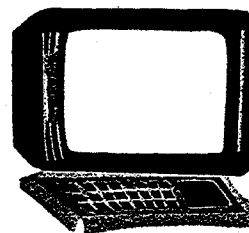
Accomplishments

The TA and her counterpart, the Hospital Administrator, wrote and presented to Insular Affairs a proposal to acquire six new computers. These will be used to bill patients and collect delinquent accounts; track expenditures for pharmaceuticals, medical and office supplies, and for continuing education of the staff. In addition, the hospital will now be able to maintain patient records and statistics in a database program, publish brochures and other materials to increase awareness with regard to preventive health measures, and provide physicians with access to important medical information and email to contact colleagues in other locations.

Training manuals were developed to assist the staff in the use of the computers and software. These were designed to take into account the problems with reading technical manuals facing people whose second language is English.

Inter-agency computer training was conducted throughout the time the TA was on Kosrae. Most involved in this training were personnel from Tourism and Health Services, although some other agencies were represented on occasion.

Skills transferred included formulating proposal ideas, developing a framework for a proposal, conducting research on the Internet, identifying alternative project scenarios, revising and editing skills and compiling information for a variety of sources and presenting it in a clear and concise manner.



Final Report

Computerized Data Management

Kristin Bonner, Technical Assistant
Micronesia and South Pacific Program

Asher Asher, Supervisor
Kosrae State Department of Health
Services

Arthy Nena, Counterpart
Kosrae State Department of Health
Services

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Coastal Protection Strategy

Kosrae Island Resource Management Program

Project Description

This project attempted to address the coastal erosion processes of Kosrae island. The goals of the project were to determine the coastal erosion recession rates, clarify a setback policy and implement it, and continue the beach profile monitoring process. In addition, the project helped develop a strategy for reclamation of the shoreline in Malem, and education for public and agency personnel with regard to the interruption of nearshore processes. Jessica was honored to work with Robert Jackson, an outstanding counterpart on this project, who provided support and assistance at every stage, and who was eager to learn from the experience.

Challenges

Aerial photographs for the island of Kosrae are incomplete, and large sections of the coastline are not covered, making it difficult to calculate recession rates for parts of the island. In the area of enforcement of policy, there is an ongoing conflict between the government and private landowners. As a result, there is little adherence to policies unless enforcement and penalties are strict.

In past efforts to retain shoreline, seawalls and revetments have been recommended by consultants and used, even though these devices are neither practical nor durable for the wave environment on Kosrae. A great deal of education was needed to convince the mayor and council of Malem to look at the possibility of trying a more natural and low impact solution. In general, Kosraeans are often convinced by outside "experts" that higher technology is better, and so Jessica's recommendation of a method which mimics and restores the natural environment using simple

techniques did not initially fit with local expectations.

Accomplishments

Recession rates were evaluated and proposed setback policy was generated at the municipal level in Malem. In addition, building setbacks were emphasized during meetings with the Development Review Commission. The Utwa-Walung Marine Park proposed visitor's center was also advised to include a setback line in their construction plans. A brochure in Kosraean was developed to explain the effects of sand mining on the beach. Several protection devices were evaluated for on the Malem shoreline.

Skills transferred during this project include beach profiling techniques; understanding the effect of structures on shoreline processes, using existing structures on Kosrae as examples of the adverse effects of such structures. In addition, the counterpart learned the use of MS Excel to input and plot data taken during beach profiles, and gained facility in calculating recession rates using aerial photographs.

Final Report

Kosrae Coastal Protection Strategy

Jessica Côté, Technical Assistant
Micronesia and South Pacific Program

Simpson Abraham, Supervisor
Kosrae Island Resource
Management
Program

Robert Jackson, Counterpart
Kosrae Island Resource

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Resource Center Development

Kosrae State Department of Fisheries and Marine Resources

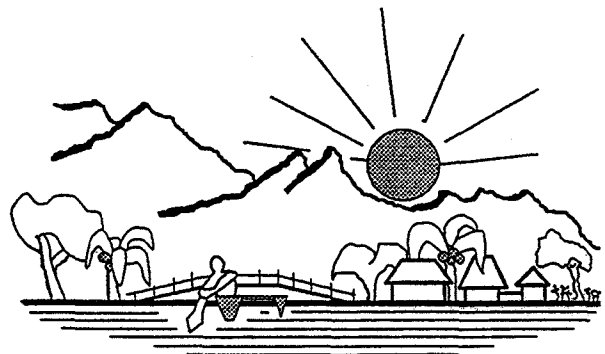
Project Description

The first opportunity the MSPP had to place a Micronesian in a technical assistant position came with the return of Aaron Sigrah to his home island of Kosrae. Aaron had just received his Master's Degree in Public Policy and Management, and accepted an MSPP assignment with the Department of Fisheries and Marine Resources in Kosrae.

The agency had a potential wealth of information about marine resources and fisheries accumulated in a storeroom. In that condition, they were virtually inaccessible to prospective users, either inside or from outside the agency. The goal of the assignment was to develop a resource center for research and education activities utilizing the materials that had been collected by the agency.

Challenges

Even though Aaron is Kosraean, he encountered many of the problems facing other TAs with the program. Namely, the difficulty of keeping a counterpart engaged in a long-term project. Even where the initial commitment may be strong, it is often the case that interest is difficult to sustain over the course of the project, making long-term sustainability of the project somewhat questionable. It was interesting that Aaron, who is able to operate effectively in two very different cultures, confronted this problem. Until this happened, we had harbored the notion that this situation was unique to American TAs working in Micronesian cultures.



Accomplishments

Old materials were organized, and new materials ordered and integrated into the collection. An extensive bibliography was prepared in computerized format. Aaron was successful in seeking out an array of free resources to add to the resource center. Skills transferred include subscription processing, inventorying, general library organization, data entry, cataloging, processing materials received, circulation controls, and computer skills.

Final Report

Kosrae State Department of Fisheries and Marine Resources Resource Center Project

Aaron Sigrah, Technical Assistant
Micronesia and South Pacific Program

Dais Aloka, Supervisor
Kosrae State Department of Fisheries
and Marine Resources

Josemary Nedlic, Counterpart
Kosrae State Department of Fisheries and
Marine Resources

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Conservation Area Site Development

Utwa-Walung Marine Park and Conservation Area

Project Description

Beth worked with the Utwa-Walung Marine Park (U-WMP) under the supervision of the chairman of the U-WMP Board of Directors. The goals of her project were to develop a strategy for base-line monitoring of key natural resources found in the conservation area, and to provide additional insight and input on other ongoing projects such as development of the site, citizen involvement techniques and the meaning of being a non-profit organization.



Challenges

The concept of a nonprofit marine park is not well established in Kosrae, nor elsewhere in Micronesia, for that matter. As a result, working with this organization presented some problems for the TA in terms of mutual understanding of direction and goals. At the present time, there is such great concern for attracting visitors that the U-WMP is hesitant to put limits on activities such as walking on the reef, feeding the fish, taking corals, or even littering.

Accomplishments

A plan for community assessment was developed, the first step in a monitoring plan. Community suggestion boxes were developed and placed prominently around the island. The visitor center on the marine park site was put on hold until an adequate environmental assessment could be conducted.

A brochure was developed highlighting the available low impact small scale tours that are currently available through the U-WMP. A visitor questionnaire was designed and completed to gather information about the marine park experience. Some education occurred with the Board of Directors regarding the need to educate visitors at the outset as to what was and was not acceptable behavior in the park and on Kosrae in general.

Skills transferred include computer skills, environmental education, increased awareness about community involvement techniques and the meaning of being a nonprofit organization.

Final Report

Utwa-Walung Marine Park and Conservation Area: Community Involvement in Natural Resource Monitoring and Tourism Development

Beth La Fleur, Technical Assistant
Micronesia and South Pacific Program

Madison Nena, Supervisor/Counterpart
Utwa-Walung Marine Park and
Conservation Area

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Computer Training and Database Organization

College of the Marshall Islands

Project Description

The connection established between the College of the Marshall Islands and the University of Oregon began through a University Affiliation grant from the U.S. Information Agency. Since the inception of that grant in 1990, the MSPP has continued to work closely with CMI. This year, Arnim Fischer helped establish a database program for record-keeping on students. In addition, Arnim provided general computer training for staff members at the college.

Admissions and Records staff in the use of Word and WordPerfect. Finally, Arnim installed Office 97 in the office of the Dean. Access to and use of email at the college was developed by the TA, and skills in the use of this tool were provided.

Arnim determined the hard and software equipment for an area computer network, contacted several US computer companies for estimates, and identified local skills labor to install the network.

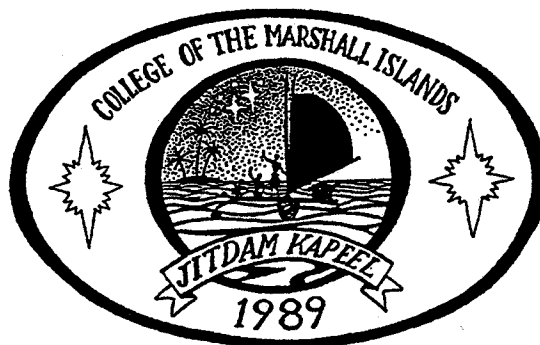
Challenges

The computers within CMI are not yet linked via a LAN connection, and they need to be. At the present time, several people need to work actively on the student database, but the data can only be accessed via one computer. Until at least several offices are linked, the utility of a database will be limited.

Due to a family emergency, the TA returned home earlier than scheduled, so some of the computer training was not completed.

Accomplishments

The TA was able to provide computer training in a number of software packages to members of the college staff. Staff learned how to streamline office operations through the use of computers. Problem solving skills and organizational skills were transferred. Specifically, Arnim trained all staff members on the use of CSTOOLS, the student database program; his counterpart and supervisor in the use of Access and Excel, and the



Final Report

College of the Marshall Islands Student Tracking Database and Computer Training

Arnim Fischer, Technical Assistant
Micronesia and South Pacific Program

Julita Tomines, Supervisor
College of the Marshall Islands

Anako Jekkein, Counterpart
College of the Marshall Islands

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Tourism Development Plan for a Pacific Atoll

Jaluit Atoll Development Association

Project Description

The Jaluit Atoll Development Association (JADA) requested a technical assistant to work on development of a tourism plan for the atoll. Previously dependent on copra production, and basically a subsistence economy, the residents of the atoll were looking at the possibility of a new economic focus based on the natural beauty of the atoll. The purpose of the project was to educate the residents of the atoll about tourism and the associated impact, to gather input about tourism from the residents, to assess the feasibility of sustainable tourism development for the atoll, and to develop a plan based on the above information.



Challenges

The main challenge the project faced was the difficulty in administering a survey on the

outer islands of the atoll. Basic things, like the lack of pencils on the atoll, complicated the completion of the inventory phase of the project.

Accomplishments

The project was wholly successful, in that an excellent draft final tourism plan was developed by the TA and the counterpart. JADA is now utilizing this plan in the second phase of their project, and the supervisor and members are making some changes to the plan which have become apparent as the implementation progresses. The plan contains excellent recommendations for the initial development of tourism on a Pacific atoll.

The TA and the counterpart and supervisor all worked very closely on the plan, so the prospects of implementation are high. Skills transferred include word processing, inventory and survey methods, and skills involved in facilitating public meetings.

Final Report

A Community Based Tourism Plan for Jaluit Atoll

Dan Miller, Technical Assistant
Micronesia and South Pacific Program

John Bungitak, Supervisor
Jaluit Atoll Development Association

Miram Ankied, Counterpart
Jaluit Atoll Development Association

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

GIS/LIS Database Development

Republic of Palau Bureau of Lands and Surveys

Project Description

Matt's project with the Palau Bureau of Lands and Surveys was so successful that the agency applied for and received funds to have Matt continue the project for an additional three months. Government agencies in Palau have created a unique situation: a centralized database for Geographic Information Systems (GIS) and Lands Information System (LIS); in Palau, this is known as PALARIS (Palau Automated Lands and Resources Information System).

The goal of this project was to gather data from various entities in Palau, and incorporate them into a GIS database. A sub-goal of this project was to establish a Lands Information System using ArcView to link lands records to parcel maps. To test the process and provide hands-on training for the staff, there was a GIS pilot project for Arakabasang Island, Koror State. Staff training in the use and manipulation of the GIS system was an important part of the project.

As with many projects related to computers, the MSPP took responsibility for acquiring the requested software and shipping it to Palau. It is quicker and easier and usually less expensive for us to assist in this way than for the agency and the TA to spend weeks waiting for software needed for the project to arrive on island.

Challenges

The attention span of the counterparts was sometimes short, so Matt worked with anyone in the office who expressed an interest in GIS. This meant that instead of training three people in the use of the software, he actually worked with ten staff members who were interested.

They each learned a varying amount, but the fact that so many were involved means that the project will be continued into the future regardless of staff turnover.

There was a problem acquiring data about soils and utilities in Arakabasang to include in the mapping.

Accomplishments

A great deal of computer specific skills transfer occurred especially to younger employees, as well as general GIS concepts to the Director and supervisors of the agency. This included ArcView and Windows 95/NT skills. All the parcels that have been surveyed and are in approved plats in cooperation with the Land Court are now in the LIS Database. The pilot project on Arakabasang Island was a big hit, as it used GIS to overlay parcel maps, soils, roads, utilities and aerial photography. This was the part of the project that gained widespread support for the PALARIS concept, when directors from other agencies could see the use of their data and the utility of the maps.

Final Report

*GIS/LIS Database Development Project, Palau
Bureau of Lands and Surveys*

Matt Van Ess, Technical Assistant
Micronesia and South Pacific Program

Fritz Koshiba, Supervisor
Palau Bureau of Lands and Surveys

Sterlina Gabriel, Counterpart
Palau Bureau of Lands and Surveys

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

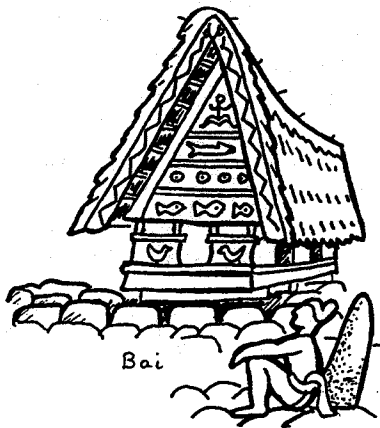
Five-Year Historical and Cultural Preservation Plan

Palau Division of Cultural Affairs

Project Description

Scott had an outstanding work situation. His agency provided him with his own office space, with a desk, chair and computer access. His supervisor/counterpart was ready to work as soon as Scott arrived on Palau.

The main goal of this project was to develop a five year plan for the Palau Division of Cultural Affairs (DCA) that would allow the agency to organize future programs and projects more efficiently with an eye toward improving their existing facilities and staff qualifications. The agency also wanted to evaluate the need for funding and technical assistance for overall operations as well as specific programs and projects. There was some concern about how to take advantage of available programs in order to complete projects that would otherwise be out of reach of the agency.



Challenges

It was difficult at times to arrange meetings with a number of agencies and organizations due to time constraints and off-island obligations for many people within the organizations. Continuing challenges in working on Palau include frequent power outages and attendant computer failure.

Accomplishments

In three months, Scott and his supervisor/counterpart were able to complete a comprehensive five year plan that will be used to help the agency organize future responsibilities. Throughout the project, there was intensive inter-agency communication and project coordination. The DCA developed working relationships with the Bureau of Land and Surveys which helped with archaeological surveying activities. Palau Community College is developing new programs related to surveying and Geographic Information Systems (GIS) which the DCA wants to take advantage of, and about which the two organizations held discussions. Reaching farther afield, the DCA worked on becoming more involved with outside universities and initiating research projects which would benefit not only the DCA but other agencies as well, such as the Bureau of Lands and Surveys.

Some new grant proposals were developed and potential funding sources identified for future contact.

Skills transferred included improvement in technical writing and editing of reports, computer skills (scanning, mapping, database organization) and grant writing options and possibilities.

Final Report

Palau Five Year Historical and Cultural Preservation Plan: 1998-2003

Scott Fitzpatrick, Technical Assistant
Micronesia and South Pacific Program

Victoria N. Kanai, Supervisor/Counterpart
Palau Division of Cultural Affairs

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Institutional Program Evaluations

Palau Community College

Project Description

The purpose of this project was to design, develop and begin to implement an evaluation process for various programs at Palau Community College. This involved talking with many faculty and administrators at the college to gain a sense of what members of the college saw as important, as well as to gauge the current level of evaluation.

A second goal was to develop a faculty peer evaluation process. The process will be included as part of the faculty evaluation, in addition to student feedback through course evaluations, administrative assessment, and self-assessment.

Challenges

As in any organization, faculty members at PCC were initially resistant to additional paperwork involved in program evaluation. Education was utilized to develop an understanding of the need for such assessment and the utility of conducting it on a regular basis. Continuing support for the process by the administration should help overcome the initial reluctance.

Accomplishments

An excellent guidebook was written for PCC. It contains a clear, step-by-step process of evaluation which can be adapted to any of the programs at the college. Also created were some generic survey forms which the college may give to students to evaluate all their courses and programs. In addition, the peer-to-peer faculty assessment was completed and implemented.

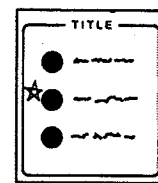
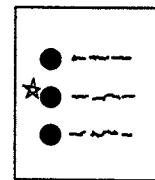
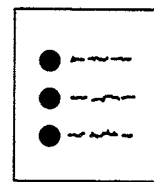
Final Report

Program Evaluation, Palau Community College

Chantel Seely, Technical Assistant
Micronesia and South Pacific Program

Meridith Randall, Supervisor
Palau Community College

Alvina Timarong, Counterpart
Palau Community College



Computer Training Project

Palau Community College



Project Description

Palau Community College is incorporating the use of computers into their system. The goals of the project were to 1) establish basic Windows competency amongst faculty and staff; 2) establish intermediate competency in Word and Excel amongst faculty and staff; 3) implement a standard Excel template for all faculty and staff to use to record and present student information. A fourth goal was to evaluate the Computer Science curriculum and recommend suggestions.

The TA selected for this project resigned her position as a technical support analyst at Symantec computer systems in Eugene so she could serve in Micronesia. Her skills (from her work at Symantec) fit her perfectly for this Palau Community College position.

Challenges

Some of the faculty were shy about taking the pretest for the software, which meant that a smaller

sample was the basis for the curriculum development. Creating software manuals for use locally was both important and time-consuming. The standard manuals are too technical for most people transitioning from an oral society.

Accomplishments

A Windows 95 skills test was established, administered, and the results evaluated. From this, the TA created a curriculum for the faculty and staff. Three software manuals were written and produced for use by the college. An enthusiastic group of people attended the training sessions taught by Rebecca. The skills transferred were obvious in this project, and included knowledge and use of software, use of "help" files, technical writing and technical skills test development and implementation.

Suggestions were made for enhancement of the Computer Science Program at PCC.

Final Report

Computer Training Development, Evaluation, and Implementation Model

Rebecca Sweatman, Technical Assistant
Micronesia and South Pacific Program

Meredith Randall, Supervisor
Palau Community College

PCC Faculty and Staff, Counterparts
Palau Community College

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Housing Needs Assessment

Palau Housing Authority

Project Description

The Housing Needs Assessment was the first comprehensive and detailed report of this kind done on Palau. Kristen was assigned to Palau at the request of the Palau Housing Authority, which wanted a consolidated plan for community development that could be submitted to the Palau government. The project involved a major data collection effort, and included PHA loan recipient interviews as well.

The specific goals of the project were to complete a housing needs assessment and present this to the PHA Board of Directors, the Palau legislature, and the president, to make the case for continuation of the agency supported by national government funds.

Challenges

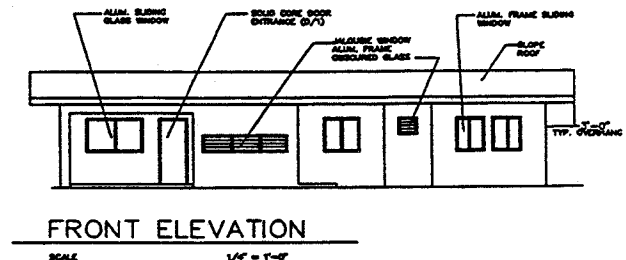
Designing a report which meets international standards used in assessing housing and households presented an ethical challenge to Kristen. According to standards set by the U.S. Department of Housing and Urban Development (US HUD), almost 50% of all Palauan households fell within or below the low to extremely low income limits. Due to scarcity of land, there is a gap between these families and the availability of adequate housing (based, again, on "western" standards) at affordable costs.

Aside from the philosophical problems presented by this project, there were difficulties with data collection and availability. Recent census data were not available until halfway through the project. PHA loan recipient interviews were time intensive, and thus only a limited sample could be collected.

Accomplishments

An outstanding report was compiled. Many of the interviews were conducted by agency staff after the TA had returned to Oregon, and data from these interviews were incorporated into the final report. The Palau legislature received the report and determined that the Palau Housing Authority should be continued into the future as a Palau government agency supported by national government funds.

Skills transferred in this project include interview development and conducting skills, report organization and development, computer skills for report production, and coordination and integration of inter-government agency information for the report.



Final Report

The Republic of Palau Housing Needs Assessment

Kristen Taylor, Technical Assistant
Micronesia and South Pacific Program

Masuo Kyota, Supervisor
Palau Housing Authority

Lynna Gustav and Luz Cabral, Counterparts
Palau Housing Authority

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Long-term Preservation Planning Project

FSM Historic Preservation Office



Project Description

While the MSPP has worked in the past with the state historic preservation offices, 1997 was the first time we worked with the FSM Historic Preservation Office. The goals of the project were to develop a multi-year plan to help prioritize the issues and responsibilities of the office; promote better communication and coordination with other offices and agencies; and better define the role of the division in the FSM national government.

Challenges

Meeting times created a major obstacle for this project, which required input from other government offices. Setting up meetings, and then having them cancelled, or people forgetting to attend, was a recurring problem. It was also difficult to communicate directly with the state offices, which are spread over a vast part of the Pacific.

Accomplishments

A multi-year plan was developed, complete with a timeline to help prioritize issues and

responsibilities, and to realize the objectives of the organization. There was extensive interviewing of various national government leaders and communication with the other HPOs in the country. The plan effectively defined the important role of the FSM Historic Preservation Office within the FSM national government.

Skills transferred included meeting management, interviewing skills, research techniques, report writing and diplomacy.

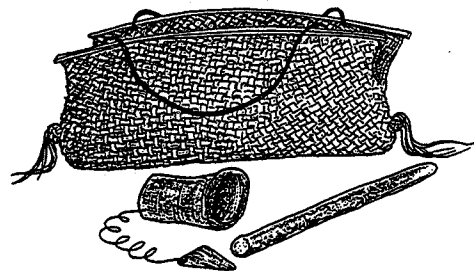
Final Report

FSM Division of Archives and Historic Preservation Multi-Year Preservation Plan

Keith McDade, Technical Assistant
Micronesia and South Pacific Program

Jones George, Supervisor
FSM Historic Preservation Office

Truman Wakuk, Counterpart
FSM Historic Preservation Office



University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Canoe Building Documentation

Pohnpei State Office of Historic Preservation and Cultural Affairs

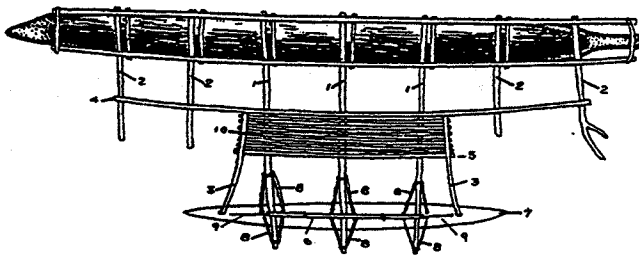
Project Description

Charles Roberts was selected to work with the Pohnpei State Historic Preservation Office to document the construction of a Kapingamarangi ocean voyaging canoe. As with many traditional arts, canoe building is rapidly being forgotten among the remaining members of the Kapingamarangi culture. For this reason, a goal of the project was to maximize the involvement of Kapingamarangi community members living on Pohnpei.

Challenges

After beginning to work on this project, Charles learned that no one in the Kapingamarangi village had ever built a *waka siu*; the last one having been made prior to the birth of anyone in the community. This presented a dilemma to the TA: should he share the results of his extensive research into Kapingamarangi culture, thereby allowing the people to re-create a *waka siu*? Or should he merely document the canoe construction as the current Kapingamarangi carvers would do it? The TA chose the latter course, in the process putting information which had never been seen by them into the hands of the Kapingamarangi people.

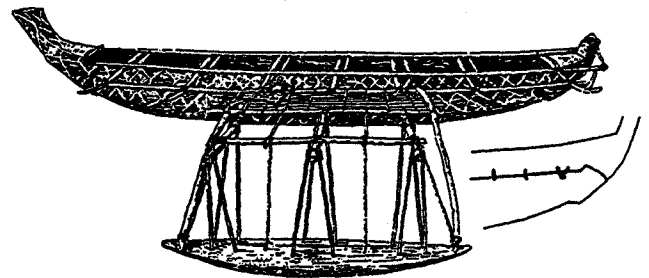
Another challenge of this project was that it was under the direction of Pohnpeians, who seemed to have little interest in the Kapingamarangi culture.



Accomplishments

A canoe was built, and it approximates the ancient *waka siu*. The process was documented on video and with slides, as well as in a final report. Some members of the community, in addition to the canoe carvers, became interested in the construction and history of the canoe.

Skills transferred include project coordination, computer use, research and report writing skills, and processes for inclusion of various people.



Final Report

Kapingamarangi Canoe Building Project

Charles Roberts, Technical Assistant
Micronesia and South Pacific Program

Emensio Eperiam, Supervisor
Pohnpei State Office of Historic
Preservation and Cultural Affairs

Retty Lawrence, Counterpart
Pohnpei State Office of Historic
Preservation and Cultural Affairs

University of Oregon Micronesia and South Pacific Program

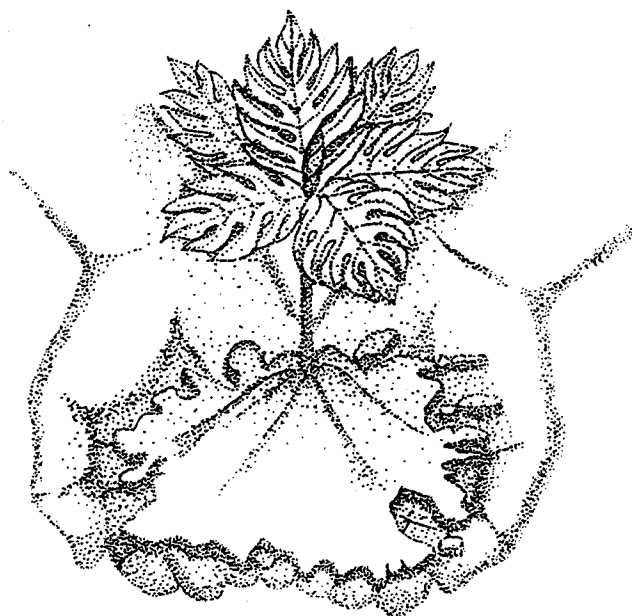
Funded in part by US Department of the Interior, Office of Insular Affairs

Conservation Trust Fund Design

The Nature Conservancy

Project Description

The Nature Conservancy has been actively involved in conservation efforts in the State of Pohnpei. There is a great deal of concern about the future of conservation activities due to declining Compact assistance from the US, and reduced funding available from the FSM government. For this reason, it was important to investigate the development of a "Conservation Trust Fund" that could provide a sustainable base of minimum funding for conservation activities regardless of government spending levels.



Challenges

One of the challenges faced by Christine was presented by the involvement of a MASSIP intern in The Nature Conservancy office. The supervisor

assigned this person to work with Christine and essentially be her counterpart, but the intern did not understand this, and when it was more fully explained to her, she was reluctant to cooperate. Fortunately, another staff member in the office served the function as a counterpart when the initial arrangement did not work out.

Accomplishments

Christine conducted a survey of community leaders in order to assess the desirability of establishing an Environmental Trust Fund. She was also able to review available trust fund literature to understand the choices available to the community, and discuss these options with a variety of members within the community. An excellent report was developed for The Nature Conservancy outlining the options and steps for developing a trust fund. Working with colleagues in the office, Christine taught skills in various computer programs, desk-top publishing and grant writing.

Final Report

Environmental Trust Fund Feasibility Study and Working Plan

Christine Mitchell, Technical Assistant
Micronesia and South Pacific Program

Bill Raynor, Supervisor
The Nature Conservancy

Mark Kostka, Counterpart
The Nature Conservancy

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Environmental Science Teacher Resource Materials

South Pacific Regional Environment Programme



Project Description

In our second year of working with the South Pacific Regional Environment Program, a recent environmental studies graduate was assigned to assist with a project. The main focus was to design teacher resource materials on environmental science for primary school teachers in the Republic of Kiribati. A second project involved a workshop for the final editing and approval of the Samoan Glossary of Environmental Terms. There is a need to standardize, and in some cases, create environmental terminology to help Samoans understand basic ecological processes and to incorporate this understanding into their everyday vocabulary.

The third part of this project was to design and deliver a teacher's workshop for resource development in the Cook Islands.

Challenges

SPREP does not work particularly closely with personnel from member country agencies, which concerned the T.A. Aranzazu would have felt more comfortable had she been able to communicate directly with the people in Kiribati for whom the materials were being developed. Implementation of the Cook Islands workshop was cancelled three times due to a teacher's strike and problems with the Department of Education. In the end, Aranzazu departed prior to the workshop, but the

materials she helped develop were eventually used by the Cook Islands teachers.

Accomplishments

Aranzazu and her counterparts completed two teacher resource material books for teachers in Kiribati. These books provide materials that teachers can use in their classrooms; will be the basis for new curricula development planned by the Ministry of Education; and can be used in teacher training workshops in the country.

Working with the Department of Environmental and Conservation and O Le Siosiomaga Society, a local environmental organization, the Glossary of Environmental Terms was produced. This is the first of its kind in the South Pacific and agencies hope it can serve as a model for other Pacific islands to develop their own vernacular glossaries.

Skills transferred include computer skills (PageMaker), as well as concepts of land use planning and ecology in conjunction with the Cook Islands project.

Final Report

Environmental Science Curriculum, Class 7, Books 1 & 2. Teacher's Toolkit: Guides and Resource Materials

Aranzazu Lascrain, Technical Assistant
Micronesia and South Pacific Program

Neva Wendt, Supervisor
South Pacific Regional Environment Program

Gisa Salesa-Uesele, Counterpart
South Pacific Regional Environment Program

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Vocational Training Review and Analysis

Yap State Division of Manpower Development & Employment Services

Project Description

This project was a follow-up to an earlier project which developed a five-year Manpower Training Plan for the State of Yap. The main purpose of the project this year was to evaluate a training program and develop a systematic evaluation process to assess the impact and validity of existing public and private sector vocational training programs coordinated through the department. In addition, the project sought to develop new assessment procedures to help prospective clients understand their employment, vocational training, and educational needs. Finally, the project needed to develop a human resource information system for the agency.

Challenges

A majority of the training programs are contracted out to various organizations, such as the Micronesian Maritime & Fisheries Academy, the Job Training Partnership Act program, the Job Corps, and the USDA Graduate School, among others. In the course of the project, it was discovered that Yap's Manpower Development and Employment Services does not have any administration power over the various vocational training programs. While this discovery thwarted the ability of the project to impact the training programs, it helped to clarify the difficult role of the agency, and gave impetus for possible legislative remediation of the situation.

The forms provided by the US government for some of the programs which were initiated by

the US are not particularly useful in the Yapese context. They have not been normed for the Yapese, nor are they culturally sensitive. This results in incorrectly gathered information which goes into reports and statistics which then paint incorrect pictures about unemployment issues in Yap.

Accomplishments

Various evaluation tools were ordered and examined, and attempts were made to modify them to fit the local cultural context. Several Human Resource Information Systems were examined so the agency could track and monitor applicants, trainees, employees, and referrals. One software system was ordered, along with a more powerful computer to run the system. Other software systems were utilized by the agency, and the TA conducted very successful training sessions on these systems.

Final Report

Yap State Vocational Training Review and Analysis

Jeannette Williamson, Technical Assistant
Micronesia and South Pacific Program

Tamdad Sulog, Supervisor
Yap State Division of Manpower
Development & Employment Services

Lily Leeplay, Counterpart
Yap State Division of Manpower
Development & Employment Services

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

Funding Resources and Grant Writing Project

Yap Community Action Agency

Project Description

With the reality of decreased funding facing agencies in Micronesia, YapCAP, the only remaining Community Action Agency in the FSM, must seek out new funding sources. One of YapCAP's major concerns is providing money for families to build water treatment/catchment systems and sanitation facilities. At the present time, 49% of all housing units have no piped water, 61% obtain drinking water from catchment tanks or drums, and 85% use pits, benjos, bushes, and the lagoon shores as sewage disposal systems.

Another project of YapCAP is to establish a small business loan program, in conjunction with the work of the new Small Business Center. The purpose of this project was to assist with the development of fund-raising skills, including grant writing. A part of this process included establishing mission statements, goals, objectives and ways to measure the achievement of stated goals established by YapCAP.



Challenges

Obtaining materials from Asian countries which might be interested in supporting the activities of YapCAP was difficult because of the language barriers. In general, due to the difficulty of obtaining mail, there were problems with receiving requested information on a timely basis.

Accomplishments

The project was able to determine various funding organizations which could be approached for possible grants in the future. Working files on potential funders were developed. Materials on YapCAP which are necessary in a grant writing process were developed and standardized. Skills transferred included methods of organizing materials for public presentation, coordination with other groups attempting to provide related services, and networking directly with relevant agencies so Yap would not have to rely entirely on communication coming through the FSM national government offices.

Final Report

Yap Community Action Program Grantwriting Project

Denise Walters, Technical Assistant
Micronesia and South Pacific Program

Cyprian Mugunbey, Supervisor
YapCAP

Geraldine Mitagow, Counterpart
YapCAP

University of Oregon Micronesia and South Pacific Program
Funded in part by US Department of the Interior, Office of Insular Affairs

ATTACHMENTS

ATTACHMENT A

TECHNICAL ASSISTANCE PROJECTS 1989-1997

MICRONESIA AND SOUTH PACIFIC PROGRAM

UNIVERSITY OF OREGON



TECHNICAL ASSISTANCE PROJECTS 1989-1997

AMERICAN SAMOA

American Samoa Community College. *Student Services Division Program Evaluation*. Kris Poasa, 1995. (\$11)

Archives and Records Office. *Archival Planning and Policy Development*. Kevin Donald, 1995. (\$20.50)

Economic Development and Planning Office. *Capital Improvement Program Review: Findings and Recommendations*. Celia Barry, 1993. (\$13.50)

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- *Environmental Assessment Survey*. Ethan Taylor, 1997. (\$15)
- *Geographic Information Systems Development Project*. Matt Van Ess, 1996. (\$15.50)
- *Implementation of a Three-Year Environmental Education Plan for ASCMP*. Linda Rose, 1995. (\$17)
- *Environmental Education for ASCMP*. Kathy Roos, 1994. (\$14.50)

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- *Americorps Training and Recruitment Plan*. Alysia Ogden, 1996. (\$14)
- *Safe Drinking Water and Groundwater Protection*. Roger Roos, 1994. (\$14)
- *Environmental Education in American Samoa*. Shannon Macey, 1993. (\$11.50)

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Parks and Recreation Department. *Uhulei Park, Tutuila Island: A Plan for Renovation*. Denise Jackson, 1994. (copies not available)

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- *Promoting Energy Efficiency and Wise Water Use in American Samoa.* Jen Shaffer, 1997. (\$13.50)
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COMMONWEALTH OF NORTHERN MARIANA ISLANDS

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- *GIS Based Watershed Atlas of Saipan.* Chuck Schonder, 1997. (\$11)
- *Geographic Information System Program Development.* Reed Perkins, 1996. (\$12.50)

Environmental Quality, Department of. *Natural Resources Study.* Pam Kylstra, 1997

FEDERATED STATES OF MICRONESIA

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Division of Archives and Historic Preservation, FSM. *Multi-Year Historic Preservation Plan.* Keith McDade, 1997. (\$14)

Kosrae State

Budget and Planning Office, Development Review Commission.

- *Kosrae Coastal Protection Strategy.* Jessica Côté, 1997. (\$17)
- *Solid Waste Management Community Awareness Program.* Denise Jackson, 1996. (\$17)
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- *Kosrae Island Resource Management Program Implementation Strategy.* Brady Phillips, 1992. (\$15)

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- *Library Improvement Project - Phase III.* Linda Huston, 1995. (\$12.50)
- *Library Improvement Project - Phase II.* Andrea Winship, 1994. (\$10.50)

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- *Counselor Training and Counseling Center Enhancement Project, Kosrae High School.* Kelly Wyatt, 1993. (\$12)

Fisheries and Marine Resources. *Resource Center Project.* Aaron Sigrah and Josemary Nedlic, 1996. (\$17)

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- *Energy Conservation Education.* John Pettit, 1996. (\$10.50)
- *Energy Audit Planning.* Sam Karp, 1996. (\$12.50)

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- *Reinstating the Pohnpeian Studies Curriculum in the Public School System. Final Report and Curriculum Guide*. Allison Weiss, 1993. (\$14.50)
- *Report on School Policy and School Improvement Activities for Pohnpei State Education Department*. Robert Roberts, 1993. (\$12.50)

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- *Kapingamarangi Canoe-Building Project*. Charles Roberts, 1997. (\$15.50)
- *Maritime Museum Development*. Jeffrey Knoche, 1996. (\$12.50)
- *Research Library Development*. Andrea Winship, 1994. (\$11)
- *Nan Madol Preservation and Management Plan*. Monique Wahba, 1992. (\$12)
- *Pohnpei State Historic and Cultural Preservation Planning*. Lance Bailey, 1992. (\$13.50)

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- *Youth Development in Micronesia: A Supplementary Report*. Kelly Wyatt, 1995. (\$11)
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- *The Women of Pohnpei, Micronesia: An Overview of their Past, Present and Future Status & Formation of the Pohnpei Women's Council and Development of the Pohnpei State Women's Programs Budget*. Kathy Kersting, 1993. (\$10.50)

Land Department.

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- *Pohnpei State Tourism Marketig Plan, 1996 - 2001*. Denise Kalakay, 1995. (\$14.50)
- *Tourism Development for Pohnpei State: Volume 3*. Amy Drought, 1993. (\$13)
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Youth and Social Affairs Office. *Rikada Recycling, Final Project Report*. Mike Farber, 1990. (\$12)

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- *Agriculture Resource and Management Plan.* Christopher Cottrell and Alexander Laukon, 1995. (\$12)
- *Arno Farm: Replanting for Self Reliance.* Kevin Finney, 1993. (\$12)

The Alele Museum. *Strategic Planning and Accounting Management.* Erik Heim, 1994. (\$13)

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- *Student Tracking Database and Computer Training.* Arnim Fischer, 1997. (\$19)
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- *Review and Development of Policies and Procedures of the CMI Business Office.* Chris Chesire, 1992. (\$15)
- *CMI Landscape and Waste Management Plan.* Lydia Kaye, 1992. (\$14)

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- *Majuro Atoll Land Use Master Plan Project*. Ronald P. Moroni, 1991. (\$11)
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- *Aquaculture Training in the Marshall Islands: Clam Farming Extension Manual*. William Heyman, 1991. (\$7)

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- *Agriculture, Livestock, and Forestry Five-Year Action Plan, 1996-2001*. Trish Wilson, 1996. (\$16)
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Cultural Affairs Division.

- *Palau 5 Year Historical and Cultural Preservation Plan: 1998-2003.* Scott Fitzpatrick and Victoria Kanai, 1997. (\$17.50)
- *Computerization of Files and Data Management Project.* Aubrey Hord and Lynda Dee Tellames, 1995. (\$12)
- *Palau Register of Historic Places Organization Plan.* Eileen Marie, 1992. (\$11)
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Palau Community College (formerly Micronesian Occupational College).

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- *MOC Design Plan.* Sam Pierce, 1992. (\$15)
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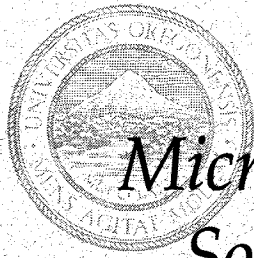
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Revised 2/98

ATTACHMENT B

PROGRAM BROCHURES



*Micronesia and
South Pacific
Program*



UNIVERSITY of OREGON

The Pacific Islands

The unique cultures, economies, and politics of the Pacific islands provide a stimulating and challenging environment for planning and public policy projects.

Geography

The Pacific Ocean covers more than one third of the earth's surface and contains about 30,000 islands—more islands than all other oceans and seas combined. One of the last areas on earth to be settled by humans, most of Oceania was settled between 3,000 and 2,000 B.C. by migrants from Southeast Asia. The University of Oregon Micronesia and South Pacific Program works in all three subregions of the Pacific: Micronesia, Polynesia, and Melanesia.

Culture

Each island evolved independently, developing its own customs and language. There are more than 500 different languages spoken throughout the Pacific and traditions are still passed on to younger generations. Assimilation of Western cultures has nearly eclipsed traditional cultures in some islands, while others struggle to maintain their traditional identity and customs.

Economics

Pacific islanders existed for more than 3,000 years in harmony with their environment. The sea provided fish and the people cultivated coconuts, cassava, taro, and breadfruit. While the subsistence economy is still strong in many parts of the Pacific, the introduction of foreign goods has dramatically altered the urban economy. Many islanders in urban areas work for the government, earning cash to purchase foreign imports.

Politics

American, British, French, German, Spanish, Dutch, and Japanese colonialism has shaped the current politics of the Pacific. The Marshall Islands, the Federated States of Micronesia, and the Republic of Palau are newly independent nations loosely affiliated with the United States. The former British colonies of the South Pacific are now independent, but France still governs in French Polynesia and New Caledonia. American Samoa, the Northern Marianas, and Guam are all closely tied to the United States, both politically and economically.

Environment

The Pacific islands are famous for their spectacular coral reefs, white sand beaches, and lush rain forests. Coral atolls are thin, flat strips of land with sparse vegetation and expansive beaches. Other islands are mountainous, containing tropical jungle and mangrove swamps. The islands contain an amazing diversity of both species and ecosystems.



TECHNICAL ASSISTANCE PROGRAM

The Technical Assistance Program is based on the premises that (1) expertise is most often appreciated when it is requested by the host country, and (2) excellent technical assistance may be acquired at a relatively low cost by utilizing advanced graduate students and professionals seeking field experience in an overseas setting.

For many years, public agencies in the Pacific have relied on outside consultants to perform most technical studies and evaluations. Consultants leave behind reports and statistics, but they do not often leave an understanding of how the report was assembled, the statistics collected, nor how the process could be replicated in the future. As Pacific islanders work toward economic independence, the need for in-house expertise increases.

The primary goal of the Technical Assistance Program is to transfer technical skills to staff in Pacific islands public agencies. The public agency defines the project and requests a technical assistant. Requests are then matched with qualified assistants. When an appropriate match is made, technical assistants travel to the Pacific islands and spend three months working with a local counterpart. Daily communication between the technical assistant and the counterpart is critical to the success of the program.

Most requests for technical assistance received by the University of Oregon include data collection, planning, and policy analysis. Projects have dealt with community development, land use, architecture, landscape

architecture, parks and recreation, education, energy, natural resources, recycling, tourism, historic preservation, sports, marine resources, women's issues, agriculture, and libraries.

Funded by the U.S. Department of the Interior, the Technical Assistance Program grant covers the technical assistant's travel and meals. The requesting agency is responsible for providing the housing and resources necessary to conduct the project. Technical assistants live in an apartment or with local families. Students may obtain credit for their work through the internship program at the University of Oregon.

LIBRARY PROGRAM

Public libraries have been established on several islands, including Yap, Pohnpei, Kosrae, Majuro, and Palau. These libraries are dependent on donated materials from libraries and communities in the United States. High school libraries are also evolving, with a movement from merely serving as storage areas for the school's textbooks to becoming "real" libraries. There are two areas of concern: books and other materials, and training of librarians.

The Library Program focuses on skills transfer. Librarians from the U.S. provide assistance to libraries in the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. Through workshops and on-site assistance, libraries in Micronesia are improving their circulation, cataloging, and book-acquisition systems. The program is funded by the U.S. Information Agency and the U.S. Department of the Interior.



UNIVERSITY AFFILIATION PROGRAM

Funded by the United States Information Agency, this program facilitates the interchange of faculty between the University of Oregon and Pacific islands colleges. The goal of the program is to share knowledge between cultures and enhance the programs of participating universities. Currently, the University of Oregon is affiliated with the College of Micronesia/FSM and the University of the South Pacific.

PROGRAM GOALS

Many islands in the Pacific are now emerging as independent nations. In their efforts to achieve self-sufficiency, there is a need for technical skills in the areas of education, planning, resource management, and public policy. The University of Oregon addresses these needs through the Micronesia and South Pacific Program.

The UO Micronesia and South Pacific Program is based on four fundamental principles. The program seeks to:

- Transfer skills in the areas of resource management, education, planning, and public policy analysis.
- Increase the economic self-sufficiency of Pacific Island nations by assisting with projects initiated and defined by islanders.
- Promote understanding between cultures.
- Foster the development of sustainable communities based on ecological integrity, social and political equity, and appropriate economics and technology.

PROGRAM PARTICIPANTS

Graduate Students and Professionals

The Technical Assistance Program offers three-month placements with public agencies and nonprofit organizations in the Pacific islands.

Faculty

The University Affiliation Program facilitates the exchange of faculty members between the colleges and universities in the Pacific and the University of Oregon.

Librarians

The Library Program provides assistance to public and school libraries throughout Micronesia.



MICRONESIA AND SOUTH PACIFIC PROGRAM

The Micronesia and South Pacific Program is a part of Connections for Sustainable Communities at the University of Oregon. Although many programs at the UO have an interest in the Pacific islands, the applied focus and broad scope of the connections makes it uniquely qualified to administer the Micronesia and South Pacific Program.



FOR FURTHER INFORMATION

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ATTACHMENT C

PIALA KEYNOTE SPEECH

PRESENTATION TO
PACIFIC ISLANDS ASSOCIATION OF LIBRARIANS and ARCHIVISTS
NOVEMBER, 1997

Maradel K. Gale
University of Oregon
Micronesia and South Pacific Program

Places of Enlightenment, Places of Dreams

I am delighted to be here! This day -- being asked to speak with you -- brings together my three life-long loves: books, libraries and the Pacific islands. Because I know you will have plenty of time during this conference to discuss the more serious pursuits of library development, I decided to use my time with you to tell some stories. Not that this strays far from the role of libraries -- since they house books which tell many stories, even after the original story-tellers are long gone from this earth.

When I was a child, I grew up in a large city -- Seattle. Perhaps because we moved a lot when I was very young, my parents did not own many books. We had a tiny maple bookcase, just two shelves, which held about a dozen books. I can still remember most of the titles in that little bookcase. And one of the books was specifically designated as "Maradel's book." It was a copy of *Little Women*. But as a child, I was disappointed when I looked at my book. It was much too advanced for me, and I could not read it until I was older.

A lack of books did not mean we didn't read in our home. My parents always made sure we lived close to a neighborhood public library. Some of my early memories were of walking to the library with my Mom and my sister. On other occasions we took the bus to get there. I got to select books which my Mom or Dad read to me in the evenings before I went to bed. I remember being told to take good care of the books so other kids could also enjoy them.

Getting my own library card was a big event for me. It happened about the time my parents decided I could go to the library by myself. I also remember the day I finally received a "young adult" library card, which meant I could look for and check out books from throughout the library, not just the children's section.

When I was in the fourth grade, my family moved to a home in Seattle which was only 6 blocks from a branch library. During the summers, I walked to that library several times a week, bringing home as many books as I was allowed to check out (and as I could carry), which I then eagerly devoured. Even as a child, I remember I wrote up "library cards" for each book I read, noting the author, title, and my comments about the book! It was at some point during this time -- between 4th and 6th grade, that I "discovered" the Pacific islands. This discovery had -- and continues to have -- a profound effect on my life. And it was all due to one book I happened to read.

As I remember it, the book told a story about a young girl who traveled on a copra boat throughout the south Pacific. While it was only a novel, it included information about the geography and cultures of the Pacific islands. I was fascinated with what I read. "Coconuts provided food, milk, water and possessed wonderful medicinal properties, as well as nourishment, as the splendid bodies of the people living on them for a diet proved. Coconuts, plus fish, were the main foods of the hardy folk of the islands of the Pacific."¹ At the time I read that, my only exposure to coconut had been the sweet, dry grated kind from a package. We put it on the top of cakes. I talked my Dad into buying a coconut that we found at the grocery store in Seattle. It was a hard, brown nut with three eyes at one end. We cracked it open with a hammer and found a tiny amount of a thick white juice inside, along with difficult-to-extract dry white "meat" which, as I recall, didn't taste at all like coconut to me. I couldn't begin to imagine how people could live on what I knew of as "coconut!"

Another passage: "[a]s the *Mamu-iwa* streaked forward, the island grew more distinct. The low green blur, like a cloud, became solid . . . As they sailed closer, she saw

that Ururutu was a perfect oval, composed of a number of little islets on which trees and shrubs grew. This oval was enclosed by a hidden reef, several hundred feet wide, over which surf was bursting and . . . spilling acres of creaming foam into the still water inside."² With those words to guide me, I created a wonderful picture in my mind of that atoll. When I actually saw this sight from a boat, some forty-plus years later, it struck a deep chord within me.

That book and its descriptions totally enchanted me. From that point, my reading became much more focused -- I read other Pacific-related books by the same author, and whatever else I could find about the Pacific. I even found an old book on how to speak Hawaiian, which I studied and tried to memorize. Oddly enough, those language lessons stayed with me and when, many years later, I first visited parts of Polynesia, I recalled pronunciations and meanings from that early reading and self-study.

As my reading became more focused, my dreams also turned to the Pacific islands, and I vowed that one day I would visit this region.

What was the book that made such a powerful difference in my life? It was *Judy of the Islands*. Thanks to the Pacific collection at the Hamilton Library at the University of Hawaii, I was able to find the name of the author of *Judy*, Armine von Tempski, which I had long forgotten. In fact, it was in that library that I was re-united with a copy of this book which had been so impactful on me in my youth. Later, after several years of searching, I managed to find a copy of the original book.

Places of enlightenment -- places of dreams!

It was a long time after I read *Judy of the Islands* -- and many other books about the Pacific -- before I actually got to visit the islands. In the interim, I visited many other parts of the world, but there remained a dream to go to the Pacific. That finally happened when I was granted a sabbatical leave from my teaching position at the University of Oregon. I

planned a six-month journey, beginning with a trip on a trading boat plying the waters of French Polynesia. My inexperience with this sort of travel and my sea-sickness, limited the trading boat experience to this one adventure, but I did visit and enjoy much of the south Pacific on this sabbatical. And I returned to Oregon with an idea -- with another dream -- to find ways to link my graduate students and community professionals with whom I worked with people in the islands so they could exchange skills and information. This dream became the University of Oregon's Micronesia and South Pacific Program.

Some of you in the audience may remember Mary Ann Lund. She was the first student/professional to travel to Micronesia under the Micronesia and South Pacific Program. Mary Ann's job was to find all the libraries in the freely-associated states of Micronesia and conduct an assessment of them. On that 1989 trip, Mary Ann identified some 20 libraries in Palau, the FSM and the Marshalls. Some were barely in existence, others were functioning at a high level. Based on Mary Ann's assessment, the Micronesia program designed a three-week training program for the librarians, to be held at the University of Oregon. Eighteen librarians accepted the invitation to join us -- many of you are here today! For some of these librarians, this was the first trip to the US mainland. I think for all of them, it was the first white-water rafting trip.

One of the results of this basic skills training was the opportunity to meet and work with other librarians who were dealing with the same problems and issues -- remote locations, books not being returned to the library, mold and termites attacking the collections, introducing books to largely oral cultures, difficulties with ordering and receiving new materials, lack of consistent funding -- to name a few. Our hope in holding this workshop and housing everyone in the dorms together, was that a synergy would be created which would encourage the librarians to assist each other to begin to solve the problems faced by their libraries -- be they public, school or college, or specialized libraries. Your presence here today is an indication of the success of that workshop. PIALA was formed in part as an outgrowth of this initial workshop -- when the participating librarians

began to get to know one another, exchange ideas and learn how they could support and assist each other.

And just as important for me was another result of that early workshop. I gained some wonderful friendships from knowing and working with many of you. Whenever I walk into a library in Yap or Kosrae, Palau or Pohnpei, Chuuk or Majuro, I see there a friendly warm smile and receive a gracious welcome. As I have gotten to know you, I have valued our differences and have been enlightened by them. And I have had the great pleasure of watching you dream and manifest those dreams. Who would have guessed that Isabel Rungrad would end up going to a library conference in Denmark? Or that the Rose Mackwelung Library would incorporate so well both public library and school library functions? Or that the Marshall Island High School Library would grow and develop into such a rich resource? These are only a few of the remarkable changes I have seen. And I know there will be more.

The UO Micronesia and South Pacific Program has continued its involvement with the libraries. Jane Barnwell -- who eventually deserted her post at the UO for a life in Palau -- conducted a follow-up post-workshop assessment. We have placed librarians (Andrea Winship, Linda Huston, John Conrow, Calista Steadman) on Pohnpei, Kosrae and Majuro for three month periods to continue the library development in those communities. More recently, we have been working with individual libraries to help them meet their specific needs as we can acquire funds to do so.

One of the puzzles that I keep in mind as I visit and work with the libraries has to do with the nature of libraries in Micronesia. Given the very different cultures on each island -- different from each other and even more different from the US or Australia or Japan -- I wonder: what is a Micronesian library? What should be the goals of a library in Kosrae, or in Yap? How can these libraries play a key role in their own culture -- especially when that culture is not traditionally focused on books? I don't believe it necessarily makes sense to replicate the typical Seattle neighborhood library here in Kolonia -- but what does make

sense here for a library? I have already mentioned some of the problems faced by the libraries themselves. And there are also very urgent issues of loss of traditional values and knowledge as elders die without passing on their secrets to a preoccupied younger generation.

So how can libraries function with these constraints and challenges? What can libraries do to help solve local cultural problems? How can our island libraries truly assume their role as places of enlightenment within the local culture? That is the challenge for each of you -- to dream the dreams that will guide you to make your libraries the new centers of learning, understanding and enlightenment that are needed in your communities. No one can tell you what that will look like, nor how it will function. It will be somewhat different in each situation -- what is needed at the College of Micronesia will be different than at the Pohnpei Public Library or at Christopher Library at PATS. As librarians, you can lead your constituent community in dreaming about and designing the place of enlightenment needed for your own patrons. These won't all look or be the same, nor should they. To truly function as places of enlightenment, these must reflect and resonate with the communities and culture which they serve. I invite you to begin -- or to continue -- to dream about what your library can be -- how can it truly be a place of enlightenment in your community?

Finally, to show you that dreams can come true, I want to share with you one more story. I told you that my family owned very few books. My Dad, especially, believed wholeheartedly in the use of libraries, and made sure we always lived near a public library.

Perhaps in reaction to that lack of our "own" books, I began during junior high school to ask for books for my birthday and Christmas. Somewhat reluctantly, my parents occasionally gave me a book I had requested. When I got to college, I was delighted to discover that students were actually expected to buy the books required for their courses. While I wasn't turned on by my organic chemistry text, I certainly loved the requirement to buy the books for my literature courses! When other students sold back all of their books at the end of the semester, I often kept some of my favorite books. By the end of four years, I

had quite a nice collection of both required and recommended books. Luckily I married a man who also enjoyed books. We carted those volumes back and forth across the US as we moved from undergraduate to graduate school and then to our university jobs. As the books piled up -- I didn't stop buying books when I finished my formal education -- I began to dream of a library for my books. The picture took shape in my mind, where it stayed for many years. Finally, a few years ago, I was able to bring that dream into reality when I added a room onto my home -- a real library for my personal collection of precious books.

Now I can use my own library, as well as that at the UO and the Eugene Public Library. So from both my childhood dreams of visiting the Pacific islands -- stimulated by a book, and my dream of my own library -- stimulated by too many books -- I know that dreams can come true. So dream big for yourselves and for your libraries, and see what you can create!

Thank you very much for the opportunity to be with you at this conference.

¹ von Tempski, Armine, *Judy of the Islands*. Dodd, Mead and Company, 1941, p. 11.

² *Ibid.* p. 42-43.

ATTACHMENT D

LIBRARY PROPOSALS SUBMITTED TO OIA FOR FUNDING

15 December 1997

TO: Darla Knoblock, OIA

From : Maradel Gale, University of Oregon



RE: Funding for Library Development, amendment to GEN 30

Following a workshop held in conjunction with PIALA in Pohnpei in November, several of the libraries submitted requests for funding of further development activities to the Micronesia and South Pacific Program. Most of the libraries are ones with which we have worked since 1989. There are a couple of new libraries in the group, both of which have recently been organized. As the teachers in the islands become more aware of the need to encourage reading among their elementary school children, there is an impetus to have small libraries in the schools themselves, where the children can be supervised by teachers during their reading development. Some of the requests reflect this development.

Pohnpei Island Central School (high school), Zenen Ocampo, Librarian

PICS has been out of the picture since 1990. The school system did not support the continuation of the librarian who attended the UO training workshop in 1990, and the library books were boxed up and stored. In 1996, Linda Rose of the MSPP was assigned to work on the reintroduction of a library to the largest high school on Pohnpei. In the course of her work, she identified an excellent person with whom to work, Zenen Ocampo. Linda and Zenen worked together throughout the summer, and in the fall of 1996, students returned to a small collection of books which constituted their library. Since that time, Zenen has been accumulating additional materials, thanks in part to the generosity of Tim McVey of True Value Hardware. Tim has been providing free transportation for books for libraries on Pohnpei through his supplier in Portland, Oregon. If we can get the books to Portland, he includes boxes of them in his container shipments of hardware to Pohnpei, and then delivers the books to the designated libraries.

PICS is probably one of the least developed of the libraries with which we have been working, in part because of the gap of time when there was no library with which to work. Their request is for an amount of \$7,105, which includes everything from a package of rubber bands and a tape dispenser, some video cassettes and reference books, to an air conditioner and a sign identifying the library.

Neighboring Islands Middle School (Yap state outer islands), Louis Yalefalyal, Librarian

This is a new school that is being developed on Woleai. They have built a new library structure, and the library has 24-hour power, air conditioning and a good start on a basic collection provided through YapSTAR program. There are, however, no titles related to the Pacific islands.

The librarian, new to the job, has been a teacher at the school since 1984. Last year he assumed the responsibility for the library, and he attended the PIALA conference this year. I observed that Louis was very interactive with the other librarians and sought their advice on how to develop the NIMS library, since he has had no formal training in librarianship, other than that available through PIALA. The budget that Louis requested is in the amount of \$6,719. Of this, part is for a computer system so the school can link up with other Yap state libraries, in order to share materials. The other part is for training in Yap proper with the librarians from Yap State Public Library and the Outer Islands High School Library. These librarians are working closely together to provide support and training for each other, and they are also working closely with Jane Barnwell, located at Palau Community College. Jane has worked with the Yap libraries on several occasions, and they have learned a great deal in this way.

Outer Islands High School (Yap State, Ulithi island), Helen Salap, Librarian

Helen was one of the women who attended the UO training in 1990, and she has worked with patience and persistence to build an excellent library (given the size and location) on Ulithi. Similar to the NIMS proposal, Helen is requesting funds for install a computer system in the library in order to link with the other libraries for the sharing of materials and information. Her request is in the amount of \$5,349.

Yap State Public Library (Yap proper), Isabel Rungrad, Librarian

This library is "my" pride and joy. Isabel has worked with such a great deal of commitment, pride and sense of responsibility to build this library. It has expanded twice, and has now reached the limits of the little building in which it is located. The library has an active Board of Directors, and they are engaged in an endless fund-raising process to acquire funds to build a new building in conjunction with a community center in the heart of Colonia.

Several years ago, an MSPP project focused on the design of a community center for the area below the courthouse, at the main intersection of town. This building, designed to imitate the Yapese house style, is to become home to the Tourism Office, Historic Preservation, Archives and the Yap State Public Library. The center of the building will be able to serve as a community meeting area, built to resemble the traditional Yapese dance platform and surrounds. Overall, the building can be built in stages, and the library is determined they will raise the money to be the first to have a new home.

I include this information, because I want you to know the extremely hard work that this community is doing to support their library. I have left with you, Darla, the video cassette which includes an explanation by Isabel of the work they have done to raise funds for this building.

Continued implementation of the automation system for the library is the non-capital priority for the YSPL. They have requested funds for a computer system that can support user access to library materials, as well as the circulation process for their collection. The

total request, which includes both hardware and software, and some training, comes to \$6,589.

Palau Community College (Koror), Jane Barnwell, Librarian

Oddly enough, for all of the work MSPP has done with PCC, there has been little attention paid to the library, which is now the least well-endowed of the three college libraries with which we work (COM-FSM, and College of the Marshall Islands). PCC's library is tucked into the middle of a long building, and has inadequate space for more than a handful of students at any one time. But that is a building project, which will have to be included in PCC's long range plans for capital construction.

The library's request is for increased ability to maximize its interlibrary loan capabilities via the Internet. They are seeking funds for hardware and software and equipment which will allow them to scan documents, in both send and receive mode. They also want to build archives of their material to protect it from the inevitable deterioration caused by tropical conditions. And they plan to generate a CD-ROM product of their unique Micronesian materials to share with other libraries.

The amount that has been requested for the PCC library to accomplish the above activities is \$17,613.

Chuuk High School Library (Weno), Lynn Sipenuk, Librarian

The Chuuk HS Library has been under the able supervision of Lynn since before 1989. For many years, the library was not seen by some school personnel as a necessary part of the system. That has finally changed, and there is much more respect given to the importance of the library by faculty and administrators in the Chuuk High School. This shows by the designation of Lynn as librarian as a part of her responsibilities, instead of in addition to the teaching load she was expected to carry.

The CHS Library requests equipment to continue the cataloging and circulation process via computer. They need two computers, a student research station with CD-ROM and some CDs for basic reference materials. The total of the Chuuk High School request is for \$8,500.

Kosrae Mackwelung Library (joint high school, community college, and public library), Helen Mulchieg, Librarian

In an innovative and cost-saving move, Kosrae combined its public and high school libraries and placed them together on the high school campus in Tofol. A former cafeteria was extensively redesigned and rebuilt (with the design assistance of an MSPP technical assistance project), and the library opened several years ago. Since that time, the Kosrae campus of the College of Micronesia-FSM, has been located on the same site, and the COM-FSM students use the Mackwelung library as well.

The heavy use of this library has created a problem with materials disappearing from the collections. The Mackwelung library has requested funds to assist it with the purchase of a security system. The amount of this system, which includes the necessary strips to insert in materials, a desensitizer and resensitizer, comes to just around \$10,000.

College of Micronesia-FSM, Chuuk Campus (Weno), Kersweet Eria, Librarian

Kersweet is one of the few male librarians in Micronesia. He attended the UO training in 1990, and has been hard at work since that time. Unfortunately, Chuuk is a place that I don't spend much time, so I'm afraid I have overlooked some of Kersweet's needs for his library. When he learned of the PIALA conference and the UO workshop, Kersweet was one of the first to respond to me. However, his government did not have funds for him to come to Pohnpei, so he missed the conference. He was very sad about this, and asked another librarian to deliver some materials to me.

Users of the library include high school and elementary students (especially when the high school library is closed), Chuuk campus faculty and students, and the community. The COM-FSM Chuuk collection is very small. The entire operation is quite small. They have "one broken typewriter, two computers which students use for word processing, and a printer." Their collection is very small, donated, and mostly outdated. They do have some periodical subscriptions. The biggest problem for the library is that materials are stolen or torn out of the books and periodicals.

Their first priority is a copy machine, so that patrons can copy the materials they need, and minimize the tearing out of pages, or stealing of books and materials. Secondly, they are asking for ability to computerize their collection and circulation process, so they can eventually tie in with the main campus in Pohnpei for transmission and interchange of materials. Their total request is in the amount of \$19,405.

College of Micronesia-FSM, Pohnpei Campus (Kolonias), Kenye Belcourt, Librarian

When the new campus was built at Palikir for the College of Micronesia, the old downtown site became the home of the Pohnpei campus. The focus of this campus is technical training programs for local people. A new building is being built on the campus which will house the library and offices for the Pohnpei campus.

The focus of the request from the Pohnpei campus of COM-FSM was computerization, so that students can conduct research via the Internet and with CD-ROMs. They have requested an amount of \$7,850 for equipment to enable these connections. The national campus is supplying the necessary software, if the state campus can acquire the hardware.

Incidentally, the librarian at this library, Kenye, was on the original librarians involved in the UO program. At that time, she was with the Kosrae High School library. Since then, she

has married, and moved with her husband to Pohnpei, where her services were sought by the Pohnpei campus due to her library skills.

Majuro Unified School System (Majuro atoll, Marshalls)

As you are probably aware, the education system in the Marshalls has been undergoing a major restructuring over the past several years. The focus has been on decentralizing the schools to the community level, thus making them more responsive to the community, and the community more responsible for their local schools.

This proposal comes from the Majuro Atoll Local Government, under which the Majuro Unified School System resides. The proposal was submitted on behalf of seven school libraries. In 1995, the project was started with the provision of reading kits to each school, containing 100 books. These reading kits have grown into classroom and school libraries over the last two years, thanks to the Marshall Islands Library Association, the College of the Marshall Islands, and the Land Trust Company which have provided books to the schools on a regular basis. The Marshallese Consulate General in California and the Guam Schools have also contributed books to the Majuro schools.

The proposal covers basic equipment for all seven schools, including such things as bookcases, bulletin boards, eraser boards, office desk and chair, folding tables, plastic chairs for the children, wall maps, globes, audio-visual materials (TV, VCR, overhead projector), and computer equipment. There is also a request for materials to repair the roof at Delap Elementary School so the books can be placed in the library without danger of the roof falling in. The total of the request, which would equip all of the seven libraries, is \$44,363.33. The total cost of the project is \$51,237, but MALGOV will provide some funds toward the project, as will each school from their operations budget.

I am delighted that the schools are now working together on proposal such as this. It is also encouraging that there is articulation with the College of the Marshall Islands. Due to its location, CMI had become a locus for reading activity by all sorts of people, not just the college students. There was a great deal of pressure on the CMI library to include a children's collection, as the Alele Library was faltering in its ability to continue operations. The Marshall Islands High School is poorly located for maximum usage by the general public, and particularly by large numbers of elementary students. The optimal situation, of course, is for the elementary schools to have their own libraries, and that is exactly what has happened in Majuro.

Pohnpei SDA School (Kolonia), Jossie Bassig, Librarian

Perhaps the most diverse student body attends the SDA School, which has a reputation as the best K-12 school on the island. They have a small library, which is limited by space constraints to serving only a few students at a time. The request from Jossie, who was formerly with PATS Christopher Library on Pohnpei, included funds for expanding the physical space of the library, in the amount of \$105,000. That aside, the library is

requesting funds for library furniture, books, and materials. The total (not including the building expansion), comes to an amount of \$23,700. This would enable the library to update their collection (most of the books are donated discards), and expand the variety of books available for the students, including new reference materials.

Other Observations:

Of the 20 libraries with which we have worked over the years, many are represented above. What is also interesting is that a number of them are not included in this list. Let me explain what has happened to the others.

The College of the Marshall Islands (Maxine Becker, Librarian) has been a beneficiary of the MSPP library program for several purposes. We helped them become computerized, and their system is now wholly on computer, including circulation. They have installed a security system, paid for by the College. This was done partly as a result of an agreement with MSPP: we would not provide additional funds unless and until they got the theft problem under control.

Marshall Islands High School (Rotha Atlaia, Librarian) has made exceptional progress, largely the result of assistance from the Australian government. A teacher from that country was assigned to MIHS, and she took a personal interest in the library. As a result of her urging, the school provided a new, light and airy space for the library in a new building, installed a security system, and now has a very nice library.

The Alele Library in Majuro, as mentioned above, has been having budget problems. Recently, the librarian was let go, and I do not know whether they will find the funds to get the system back on track. The Alele's emphasis has been on the museum and production of materials about the Marshallese culture. It may be time for the library to be eliminated from their activities, since there are other libraries accessible to the public.

PATS Christopher Library in Pohnpei was under the leadership of Jossie Bassig, who has since moved into Kolonia. I am uncertain as to the status of the Christopher Library at this time, but I suspect it is doing just fine. The Jesuit schools have been less interested in working with the UO than the other libraries, and they tend to get their support from elsewhere. The connection we had with PATS was primarily with the librarian, whom we supported in whatever way we could.

Pohnpei Public Library has made great strides since 1990. They have expanded their building, we helped them computerize their collection, and they seem to be on an even keel. They did not request further assistance at this time.

College of Micronesia-FSM, National campus has been a locus of our support through time. We are currently working with them on campus-wide linkages via computer. The MSPP program helped the library get their collection catalogued on computer, and their library wired for computer access. The work with this important campus is on-going.

Palau Public Library, under the direction of Librarian Fermina Salvador, seems to be handling their own development. They have worked closely with a group in Hawaii which supplies them with books, and they have a computer, although I don't know the extent to which they are using that for circulation or cataloguing.

Palau High School has a small library, and an relatively inactive librarian. It is probably a case of a library that shouldn't exist. It is located across the street from the public library and next door to the much stronger Palau Community College, so there is less need for resources to go into developing the high school library.

Yap High School Library has sort of disappeared from my screen. They sent someone to the UO training who was not responsible for the library, which didn't please me at all! I think the public library serves most students as their reading site, but I don't really know at this time what is going on with the high school.

BUDGET REQUEST
LIBRARY DEVELOPMENT PROJECT
Micronesia and South Pacific Program
University of Oregon
GEN-30

<u>Library</u>	<u>Amount</u>
Pohnpei Island Central School	\$ 7,105
Neighboring Islands Middle School	6,719
Outer Islands High School	5,349
Yap State Public Library	6,589
Palau Community College	17,613
Chuuk High School	8,500
Kosrae Mackwelung Library	10,000
College of Micronesia-FSM, Chuuk Campus	19,405
College of Micronesia-FSM, Pohnpei Campus	7,850
Majuro Unified School System	44,363
Pohnpei SDA School	<u>23,700</u>
 TOTAL REQUESTED	 \$157,193

ATTACHMENT E

NETWORKING IN THE PACIFIC (GPRA)

Networking in the Pacific Islands:
Strengthening the interagency network to resolve insular areas' problems

One of the goals of the US Department of the Interior's Office of Insular Affairs in funding the MSPP is to improve governmental relations in the islands. For the most part, that means the ability of the various agencies of government on an island to interact with other agencies for purposes they have in common. In some instances, intergovernmental relations might include those between a state and federal government, such as between Kosrae, Pohnpei and Yap and the Federated States of Micronesia.

In order to actively support this goal, the MSPP is committed to assisting the agencies with which we work to develop contacts with other agencies and organizations both on the island as well as external to it. These interagency and extra-agency contacts will be developed to assist agencies to work collaboratively through networking to solve common problems found in the islands.

YOUR ROLE AS A TA: Please document the range of networking that occurs during your tenure as a TA. This means that you will observe and document (by means of a simple list indicating agency and shared concern) what contacts are already in existence. It is *more important* to suggest and support the development of additional/new contacts which will further the interactions among government agencies and with other organizations. As your agency makes these contacts, please document them as well, indicating the name of the agency and the purpose of the contact (see Sample on next page).

We recognize that documenting takes time and effort, however this assignment is important to our continued funding, as the MSPP is required by government regulations (the Government Performance Results Act) to note each TA's networking activities in our annual report to OIA.

ATTACHMENT F

LETTERS OF SUPPORT



AMERICAN SAMOA GOVERNMENT
PAGO PAGO, AMERICAN SAMOA 96799

Phone: (684) 699-1101

Fax: (684) 699-2835

In reply refer to:
CPM2:RT:018-98**TERRITORIAL ENERGY OFFICE**

September 11, 1997

Maradel K. Gale, Director
Micronesia and South Pacific Program, University of Oregon
5244 University of Oregon
Eugene, Oregon 97403

NOTE OF SUPPORT

Miss Shaffer was a valuable asset to the Territorial Energy Office during her time with us. She was directly involved with the Public Education Campaign for promoting and improving energy and water conservation in the Territorial Energy Office. She also initiated a newspaper advertising campaign using the local Samoa News paper as an educational tool to the general public on how to be more energy efficient, use water wisely, and reduce solid waste. She researched and compiled an education guide for energy and water conservation activities in the Territory of American Samoa.

Ms Shaffer conducted two Teacher Inservice Training Seminars on integrating energy water conservation into elementary education. Updated former TA Eldon Haines Energy Conservation Seminar, and wrote a series of the factsheets for the use at the Territorial Energy Office on residential energy efficiency and water conservation. And finally, she prepared for the Territorial Energy Office, a 111 page document contained in a folder for the use of teachers and students on energy projects and related information. The title of this document is: PROMOTING ENERGY EFFICIENCY AND WISE WATER USE IN AMERICAN SAMOA.

The Territorial Energy Office is most grateful for the opportunity to be a part of the MSPP and we really appreciate Jen's help.

I apologize for the delay in responding but I started then got caught up with a lot of other things and this just slipped my mind.

Sincerely,

A handwritten signature in dark ink, appearing to read "Reupena S. T. Tagaloa".
Reupena S. T. Tagaloa
Director



AMERICAN SAMOA GOVERNMENT

PAGO PAGO, AMERICAN SAMOA 96799

Department of Commerce

September 10, 1997

In reply refer to:

DOC:

Serial:0700

Maradel K. Gale, Director
Micronesia and South Pacific Program, and
Associate Professor, PPPM
5244 University of Oregon
Eugen, OR 97403-5244
USA

Dear Maradel:

It was my pleasure to have Ethan Taylor working with us during this June through September. Ethan has many qualities that have been of great value to our organization. His ability to quickly understand and perform tasks in the technically demanding field of coastal management, as evidenced in his work in conducting an environmental survey in such a short period. In addition, his ability to assist in the coordination of the Enviro Discovery Summer Camps, and completing the production of the student activity booklet, greatly benefited the American Samoa Coastal Management Program (ASCMP). His initiative, resourcefulness, and innovation to work with and inspire other staff members has been rewarding and very much appreciated.

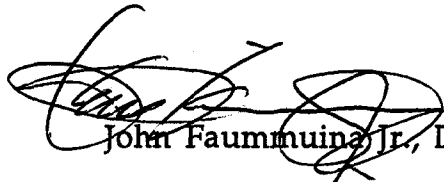
Ethan was very accomodating and quick to adopt to local situation. For example, we made some changes prior to Ethan's arrival which delayed the implementation of some of the tasks. Nevertheless, Ethan was very cooperative and understanding which made the transition period run smoothly. The change over also allowed more ASCMP staff to work with Ethan on different levels of work assignments. His excellent work habits and discipline made it possible for the ASCMP manager to give him additional responsibilities aside from his assigned tasks. During Ethan's tenure with the department he always made himself available to assist and he will always be remembered for that rare asset.

In addition, I would also like to thank you for continuing support of the Department of Commerce and the ASCMP. We have now had the pleasure of working with your program's technical assistants on five technical projects. We found Kathy, Celia, Linda, Matt, and Ethan to be excellent representatives from your program and the University of Oregon. You should be very proud of their accomlishemnts, as they reflect well on you and on the excellent

quality of your program and its much appreciated contributions to the people of American Samoa.

We look forward to continuing our relationship with the Micronesia and South Pacific Program and to your program's continued success.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Faumuina, Jr.', is written over the printed name.

John Faumuina, Jr., Director

cc: Lelei Peau, ASCMP Manager



AMERICAN SAMOA GOVERNMENT
PAGO PAGO, AMERICAN SAMOA 96799

In reply refer to:

**EXECUTIVE OFFICES OF THE GOVERNOR
American Samoa Historic Preservation Office**

9 September 1997

Maradel Gale, Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403-5244

Dear Ms. Gale:

It has been a valuable experience and a true pleasure having Mr. John Black offering his technical assistance to our office over the past three months. He has been a real asset to our program and fit in well with other members of my staff.

The perpetual problems of purchasing equipment through the forever indigent and recalcitrant American Samoa Government struck again. Even though we had ordered the computer equipment needed to implement the GIS project that John had been brought here for so that it would arrive months in advance of John, it did not arrive until toward the end of his visit. John, however, was never idle.

He installed MapGrafix and other software products for mapping and web publishing, and he taught my staff how to use this new technology. He constructed a web site for our program and brought my staff up-to-date on mainland advances in computer technology.

Just as valuable, though, was John's cheerful willingness to pitch in and be part of the team. For instance, if no one else was available (this is a small office) he didn't mind answering the phone and taking messages. He did not complain about conditions here. He makes a mean pot of coffee.

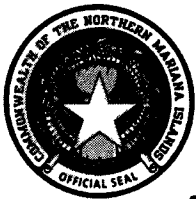
John has become so much a part of the ASHPO team that it is hard imagining the office without him. I have only the highest estimation of Mr. Black and his contribution to our program. You can be sure that, based on this experience, the ASHPO will continue to apply for technical assistants from your program.

Thank you for your support.

Sincerely,

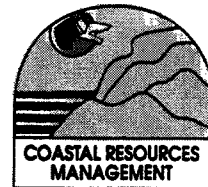
A handwritten signature in dark ink, appearing to read "John Enright", is written over a horizontal line.

John Enright
Territorial Historic Preservation Officer



**Commonwealth of the Northern Mariana Islands
Department of Lands & Natural Resources
Coastal Resources Management**

AAA 2852 Box 10001, 2nd Floor Morgen Building,
San Jose, Saipan, MP 96950



TELS: (670) 234-6623/7320
FAX: (670) 234-0007

27 October 1997

Dr. Maradel Gale, Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403 - 5244

Dear Dr. Gale:

This is to submit the enclosed work evaluation of our Summer Technical Assistant, Mr. Chuck Schonder. As the evaluation indicates, Chuck did an outstanding job, working closely with and transferring technical skills to Mr. John Jordan, our GIS Technician/Resource Planner.

Their two phase project was completed on schedule. Both elements; 1. the establishment of a state-of-the-art ArcInfo NT Geographic Information workstation and, 2. the development of a Watershed Atlas for the Island of Saipan were both professionally carried out. Each has added a tremendous amount of information processing to our Commonwealth's Integrated Coastal Resources Management Program.

Thank you for the coordination assistance and the guidance you gave to Mr. Schonder. He came well-prepared and enthusiastic.

Again thanks. We look forward to working closely with your program in the future.


MANUEL C. SABLAN

cc: CRM File
Mr. John Furey
Mr. John Jordan



DEPARTMENT OF COMMERCE AND INDUSTRY

Kosrae State Government

P. O. Box 1075

Federated States of Micronesia 96944

Telephone: (691) 370-3044/2044

Fax: (691) 370- 2187

September 22, 1997

Maradel K. Gale
Director
Micronesia and South Pacific Program
and Associate Professor (PPPM)
5244 University of Oregon
Eugene, OR 97403-5244

Dear Maradel:

I would like to acknowledge the presence of the Two Technical Assistants through your program.

It was my pleasure to have Kimberly Grover and Christin Bonner working with us during this past June through September. They have many qualities that have been of great value to our organization/government. With this technical expert in the areas of marketing and computer and it has provided the ability to work with and inspire other staff members has been rewarding and very much appreciated.

Kimberly and Christin proved themselves to be highly capable of learning and implementing. Their excellent work habits and discipline with the department has shown to be an excellent example for the staff to considered in their work. I am certain these skills will assist our staff in the future.

In addition, I would also like to thank you for your support and now have the pleasure of working with your program's technical assistants. We found them to be excellent representatives for your program and the University of Oregon. You should be very proud of their achievement and the excellent quality of work on your program.

Your efforts on the program is continuously supported.

Sincerely,

Singkitchy P. George
Director



United States
Department of
Agriculture

Forest
Service

Institute of Pacific Islands Forestry
1151 Punchbowl St., Rm. 323
Honolulu HI 96813

FROM: Leonard A. Newell
Email: lenewell@gte.net

FAX: (808) 522-8236
Tel: (808) 522-8233

TO: Maradel Gale
Tel: (503) 346-3815
Fax: " " 2040

Date: Feb. 13, 1998
Number of pages (including cover): 7

Dear Maradel:

We met many years ago when you stopped into my office at the suggestion of Zane Smith, and I've met several of the people who have come out to the Pacific under your program over the years. I think you and Jessica Cote will be interested in the enclosed pages, which draw in part from Jessica's recent work in Kosrae. In addition to the legislation, Kosrae has decided to make its emphasis program the restoration of coastal ecosystems, using increased funding from the US Forest Service to get the momentum up. Jessica's excellent report has been very helpful in preparing the grant request, and I want you to have that feedback.

With best regards,

*Maradel - your fax isn't working so here
it is snail-mail -*



UTWA-WALUNG MARINE PARK
PO Box 539
Tofol, Kosrae FSM 96944
tel. 691/370-2321 fax 691/370-2322
email <MarinePark@mail.fm>

12 September 1997

Dr. Maradel Gale
Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403-5244

Dear Dr. Gale:

We are writing to extend our appreciation for the wonderful service you have done by providing the Utwa-Walung Marine Park with the excellent technical assistance of Ms. Elizabeth La Fleur. Beth was assigned to work with us for three months on the community based Utwa-Walung Marine Park and Conservation Area project. We are happy to inform you that Beth has had a productive working relationship with us, as her counterpart and the Conservation Area Support Officer, and as Chair of the Utwa-Walung Marine Park Board of Directors, as well as the with local community members. This is obviously critical to the success of collaborative community based projects of any nature.

In pursuing the development of a cooperative community based natural resource monitoring program, Beth has assisted in the development of the community involvement component. Beth and Madison have worked closely together to generate ideas and actions to promote community support and participation into the planning and management of the natural resources found within the Marine Park and Conservation Area. This is a delicate arena as the area is both rich in biodiversity and also provides resources which support the varying degrees of self-sufficient life styles of local peoples.

Ms. La Fleur has also consistently provided valuable insight on the direction and development of the resource monitoring program as a whole. Beth has a good understanding on how to put fresh light on community development issues and see the "big picture" without offending or overstepping boundaries. Beth's knowledge of natural resource management, and abilities to be flexible in thought and action and draw upon necessary patience in this undertaking, have helped make her assistance a greatly positive contribution to the project. We are confident that this report, *Community Involvement as a Tool for Developing Natural Resource Monitoring and Tourism Development*, will be very beneficial to the long-term success of the Utwa-Walung Marine Park. In addition, Beth's sense of humor and enthusiasm for doing what's appropriate and possible for local communities is obviously helpful for the adjustment needed when working across cultures.

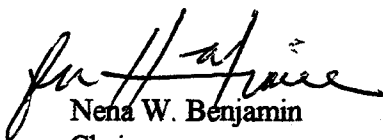
Beth and Madison have already converted recommendations into actions with, among other things, the placement of three suggestion boxes in Tofol and Utwa. This Community Involvement Program will continue to be implemented by the Conservation Area Support Officer, the Utwa-Walung Marine Park Board of Directors, and obviously, the communities of Utwa and Walung.

In addition, Ms. La Fleur participated in the first South Pacific Regional Environmental Programme workshop on Community based Ecotourism Development which was held here in Kosrae from July 29-August 8, 1997. She also assisted in the development of tour packages for the Utwa-Walung Marine Park. These were tasks such as creating a brochure of offered tours, designing a visitor questionnaire, and assisting Madison with appropriate price costing of tours.

This is the second time the Utwa-Walung Marine Park has had the opportunity to participate in the University of Oregon Micronesia and South Pacific Program. We have found both Elizabeth La Fleur and Elizabeth Caraker (TA 1994) to be outstanding representatives of your program. Perhaps it has something to do with the name Elizabeth! We, the Utwa-Walung Marine Park Board of Directors and Conservation Area Support Officer, consider ourselves fortunate to have such fruitful experiences with the Micronesia and South Pacific Program.

We have every confidence that Beth will continue to successfully contribute her abilities to community work and natural resource management efforts. Thank you for the assistance you and your staff graciously extended. We hope that we can continue to work with the Micronesia and South Pacific Program in the future.

Sincerely,



Nena W. Benjamin
Chairman
Utwa-Walung Marine Park Board



Madison T. Nena
Conservation Area Support Officer
Utwa-Walung Marine Park

Copy:

Director, DC&I
Board Members



College of the Marshall Islands

P.O. Box 1258 • Majuro, Marshall Islands MH 96960 • Tel.: (692) 625-3394/3291/3236 • Fax: (692) 625-7203

December 22, 1997

Ms. Maradel K. Gale
Director, Micronesia and South Pacific Program
5244 University of Oregon
Eugene OR 97403-5344

Dear Maradel:

I would like to acknowledge receipt of copies of the final report of Mr. Arnim Fischer. I immediately distributed the copies to the Acting President as Mr. Capelle was off-island for an official trip and to Anako Jekkein. I am very much elated of the outcome of the project undertaken by the TA of Oregon and his counterpart here at CMI.

On behalf of my colleagues at the college, I am taking this opportunity to express my sincerest thanks and appreciation for the technical assistance you have extended to us through the Micronesia and South Pacific Program (MSPP). My staff and I are pleased with the transfer of technical skills to the College.

Mr. Fischer did an excellent job in his short time here. It was so evident that things were moving smoothly especially on Student Tracking Database in terms of his demonstration. Being a teacher by profession and administrator in the educational system, I thought that I was working with my co-educators back home. To me, he was an exemplary educator. I did learn a lot from him in a professional way. The opportunity and experiences that I had during our sessions gave me to advance in my technical skills and to grow professionally. One concrete example was using the programs set in my computer (e.g. Microsoft Access). I am using it most of the time since then.

I reiterate our thanks for sending someone who really did his part to achieve the work plans/goals set ahead of time. I wish you more successes in your forthcoming projects. Inform Arnim and Nancy that you always have a place in our hearts in Majuro.

We look forward to working with you here in the Marshall Islands again or may be in the Philippines in the future.

Happy Holidays to you and the MSPP staff.

Sincerely,


Lita C. Tomines

College of the Marshall Islands



College of the Marshall Islands

P.O. Box 1258 • Majuro, Marshall Islands MH 96960 • Tel.: (692) 625-3394/3291/3236 • Fax: (692) 625-7203

December 24, 1997

Ms. Maradel K. Gale, Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, OR 97403-5244

Dear Maradel:

On behalf of the CMI Students, Staff, Faculty, Administration and Board of Regents may I offer our sincere thanks for the technical assistance you have provided the College through the Micronesia and South Pacific Program (MSPP) over the years.

The recent completion of the Student Tracking Database and Computer Training Project (STD/CT) is a prime example of this valuable assistance. I have just reviewed the (STD/CT) report submitted to Dean Tomines by Mr. Arnim Fischer, Technical Assistant for this project. Although the project was cut short due to circumstances beyond our control, it is clear it did achieve many of the goals set at the beginning. In so doing, it has given us an excellent start toward developing a technology plan for the College. As part of the basis for this plan we intend to follow up on the recommendations in the report and extend them to other CMI divisions.

Mr. Fischer did an outstanding job in his short time here. I hope that we will be able to have the services of another TA of his caliber in the near future to carry on future aspects of this major project.

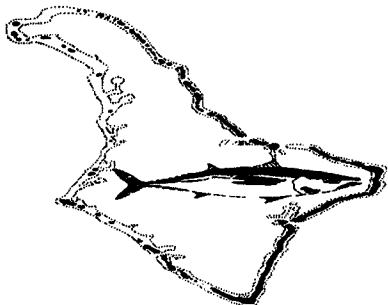
Happy Holidays to you and your staff.

Sincerely,



Alfred Capelle

cc: Mr. Arnim Fischer
Board Chairman Oscar de Brum
Nancy Peyron
Lita Tomines



Jaluit Atoll Development Association

**P. O. Box 915
Majuro, Marshall Islands MH 96960**

Ms. Maradel Gale
Director
Micronesia & South Pacific Program
5244 University of Oregon
Eugene, OR 97403-5244

15 September 1997

It is my greatest pleasure to express on behalf of the members of Jaluit Atoll Development Association (JADA) our most sincere gratitude and appreciation for providing a technical assistance, Mr. Dan Miller, from your program. Today, we have witnessed the first draft of a document that is a comprehensive and well written plan which could serve to guide or people in their endeavor to develop community based tourism. Such a plan is considered to be a great accomplish that your program has made possible for our people. It is a great credit to the MSPP that a small community like Jaluit has received a plan for sustainable development which is written from the point of view of the residents of the community. Without the help of your program, in the form of Mr. Dan Miller, we were provided with expertise without having to spend much of our very precious and few resources.

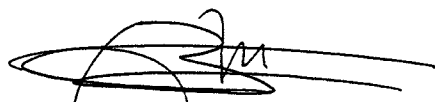
Not only JADA is deeply grateful with the high quality results of the technical assistance that was provided, but I am more pleased to inform you that the entire community of Jaluit Atoll was pleased to have received such a qualified and well-rounded person as Mr. Dan Miller. People in Jaluit Speak very highly of Mr. Miller, not only because of his hard work and good working relationship with traditional and government leaders, but because of his sensitivity and genuine respect for the people and their culture. Mr. Miller has literally won the warm friendship and respect of the people in this tiny remote atoll in the Pacific--Jaluit Atoll.

Mr. Dan Miller has many qualities that made him the perfect person for the job. He is able to blend into the culture which made people feel comfortable and open in discussing their views on tourism with him. He has solid diplomacy skills which enabled the project to be endorsed by both the traditional leaders and the local government. He always brings with him a positive and pleasing working atmosphere to people who work with him.

JADA was very grateful to have had Dan as our technical assistant. During the course of his assistance he was able to educate and gain opinions on tourism of the community, developed a comprehensive master plan and wrote grants for assistance and funding that will enable the project to continue in the future.

We really appreciate the MSPP's support and contributions to the people of Jaluit Atoli and Marshall Islands. We look forward to continuing our fruitful relationship with you and your staff. Kommol Taa!

Sincerely,



John Bungitak
President, JADA



Division of Cultural Affairs

Palau Historic Preservation Program
Ministry of Community and Cultural Affairs
P.O. Box 100
Koror, PW 96940
Republic of Palau

(680) 488-2489, (680) 488-2657 fax

September 09, 1997
Serial: CA-97-1484

Ms. Maradel K. Gale
Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, OR 97403-5244

Dear Ms. Gale:

Let me take this opportunity and extend our sincere gratitude for the technical assistance that you provided to the Division of Cultural Affairs during this summer of 1997. We were very fortunate to have Mr. Scott M. Fitzpatrick who was an excellent Technical Assistant with many qualities that were of great value to our program. The technical assistance program that Mr. Fitzpatrick was involved was a great success. His high level of ability to quickly understand and perform professionally made it easier to fulfill the tasks required of the project in a timely manner. Also his capability in working with people with different cultures and flexibility to the island conditions significantly made this project a successful one.

Mr. Fitzpatrick did not only work with one particular counterpart, he also worked with several counterparts including myself as the Chief of the Division and six other staffs of the Division in the development of the plan. In addition, he also performed satisfactorily other extra work that were requested of him. He shared some of his computer skills by helping and training some of the Division's staff on word processing, Excel, and etc. He also assisted the Division in the development of a special proposal for a next project with Micronesia Endowment for Historic Preservation. We are all very proud of his accomplishments because they reflect well on everyone, especially you and the quality of your program. Mr. Fitzpatrick's involvement with the program was a rewarding experience that the staffs of the Division will always cherish and remember.

The plan that has been developed with the assistance of Mr. Fitzpatrick will be very useful in our current and future efforts in historic preservation. Again, on behalf of the staffs of the Division of Cultural Affairs, we sincerely thank you for a job well done. We will look forward to working with you in the future. Thank you very much for your continued support.

Sincerely,

Vicky N. Kanai



PALAU
COMMUNITY
COLLEGE

P.O. Box 9, Koror
Republic of Palau
PW 96940
Tel: (680) 488-2470
Fax: (680) 488-3435
(680) 488-2447

October 24, 1997

Maradel Gale, Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403-5244

Dear Maradel,

First, let me apologize for the delay in producing the letters and evaluations for Chantel and Rebecca. As you may know, the College has been undergoing personnel changes and things are in a state of minor upheaval.

Chantel Seely, who worked closely with me, Alvina Timarong, and Sherman Daniel, was everything we had hoped for in a Technical Assistant. In her short time here, she managed to put together a program evaluation plan that matched our specifications and special needs, and even started the evaluation process before she left. Both Sherman and Alvina have benefited tremendously from her assistance to the point that they are able to carry on the project by themselves. The program evaluations are crucial for the future of the College as they will enable us to decide on priorities and directions in our academic programs.

In addition to this project, Chantel designed a course evaluation form for us and a peer evaluation plan for instructors. Everyone appreciates her efforts and enjoyed working with her while she was here. She was a very positive and dynamic presence on the campus, and we hope she will come back to visit. Three months was not sufficient, from our perspective.

Like Chantel, Rebecca produced high quality and valuable work for us: a manual to train employees in our software programs; a computer science program; and templates for use by instructors to report data on students and advisees. She responded quickly and professionally to all our demands; the skills transfer may have been less successful in her case because of resistance from assigned counterparts. However, she had an extremely positive impact on the College and we benefited from her expertise.

Again, three months was not enough time for Rebecca to fully realize the projects we gave her. Nevertheless, we will attempt to use the materials she gave us as we continue to upgrade computer literacy at the College. I hope that she also will come back to visit, particularly to observe our progress in developing a computer science program.

Thank you for sending us these two valuable assistants. We are all extremely grateful to your program and hope to continue our association in the future. The impact of your services should not be underestimated in a remote location like Palau. Ke kmal mesulang.

Sincerely,

Meridith Randall
Meridith Randall
Dean of Academic Affairs

Board of Trustees

MASA-AKI N. EMESIOCHL
Chairman

BILUNG GLORIA G. SALI
Vice Chairman

YOICHI K. RENGIL
Secretary/Treasurer/Palau
Rep. to COM Board of Regents

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WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES



BUREAU OF NATURAL RESOURCES AND DEVELOPMENT
MINISTRY OF RESOURCES AND DEVELOPMENT
P.O. BOX 117
KOROR, REPUBLIC OF PALAU 96940

Tel: 488-1475
Fax: 680-488-1475

22 December 1997

Dr. Maradel K. Gale, Director
The Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403-5244
USA

Dear Dr. Gale:

Hello from Belau!!

We finally published the "A Preliminary Wildlife Management Plan for the Republic of Palau-Vertebrates" by Ms. Holly Freifeld and D. Otobed. Three copies are being sent to you; one copy is for you; one copy for Holly; and the other copy is for UO Library.

We thank you for all the help you have extended to us.

Sincerely,

Demei O. Otobed
Director, BNRD

xc: Minister of State
Minister of R/D

Enclosure:



FEDERATED STATES OF MICRONESIA

ARCHIVES & HISTORIC PRESERVATION

DEPARTMENT OF HEALTH, EDUCATION & SOCIAL AFFAIRS

P.O. Box PS70

Palikir, Pohnpei FM 96941

VOICE: (691) 320-2343

Fax: (691) 320-5634

e-mail: hpo@mail.fm

April 20, 1998

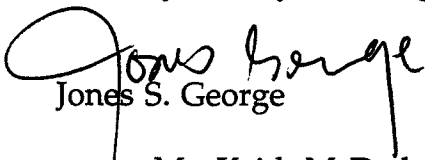
Ms. Maradel K. Gale
Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, OR 97403-5244

Dear Ms. Maradel:

This is to acknowledge receipt of your letter of March 9, 1998 with a copy of our multi-year plan which was so nicely put together by one of your good technical assistants and a friend, Mr. Keith McDade during his short three months stay with us last year.

I would, on behalf of the FSM Government and my small staff like to thank you, Mr. McDade and the Program for making this plan possible. As usual, the best part of any plan or proposal is the implementation part which we are anxiously looking forward to start pretty soon. I would also like to apologize to Mr. McDade for any inconveniences that we may have caused that might have hamper his work here. Since this is our first time to enjoy your program, we really command you for doing a good job and would like to see it continues and even expands.

Thank you very much again.


Jones S. George

xc: Mr. Keith McDade



ASIA/PACIFIC REGION
1116 Smith Street
Honolulu, Hawaii 96817
(808) 537-4508
FAX: (808) 545-2019

August 31, 1997

Maradel Gale
Director
Micronesia and South Pacific Program
5244 University of Oregon
Eugene, Oregon 97403-5244

Dear Ms. Gale,

I would like to express my sincere appreciation for providing much needed technical assistance to The Nature Conservancy over the last three months through the Micronesia and South Pacific Program. Ms. Christine Mitchell, in close partnership with my staff and government and community leaders, has been able to develop a strategic plan for the development of a conservation trust fund for Pohnpei. She has also, through her positive attitude and strong people skills, helped to pull together and launch a task force comprising a number of island leaders to carry forth the implementation of this ambitious but much-needed undertaking. I am extremely pleased with Christine's accomplishments, as are everyone who had a chance to work with her this summer.

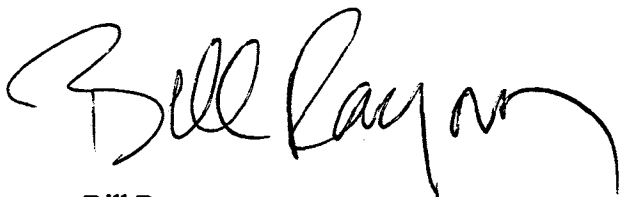
The establishment of a conservation trust fund on Pohnpei was a priority need identified two years ago when we put together the "*Pohnpei's Watershed Management Strategy*". We realized at that time that with the deteriorating financial situation faced by the local government in the FSM, natural resource management and conservation on Pohnpei could only be accomplished through the establishment of a reliable and sustainable source of long-term funding. We were also convinced that the establishment of a trust fund had to be a local Pohnpeian initiative. Unfortunately, local expertise in the area of conservation funding is nearly non-existent. After pursuing a number of possibilities for outside assistance, all of which were inappropriate, too expensive, or premature, I finally turned to the University of Oregon MSPP Program. I have worked with a number of MSPP technical assistants from various agencies over the years, but this is the first time The Nature Conservancy's FSM Field Office has hosted an intern. I have always been favorably impressed with the program - the effort to place technical assistants with projects that are effective and beneficial to the FSM, the relatively simplicity and transparency of the application process, and the intellectual caliber, experience, and high motivation of the student technical assistants. Christine's tenure with us has only increased my admiration for the MSPP program.

Christine began her internship with us under difficult circumstances - I was off-island for the first month after she arrived, and she had to orient herself to a new culture and new colleagues. We had a very busy summer, with a number of consultants, graduate students and interns on-island working on a variety of projects. Christine quickly acclimated herself to the situation, and through her own initiative, identified and began work with a number of existing and new partners both in the government and the local community. Through these efforts, she was able to get input on the trust fund concept from a broad section of Pohnpei society. With our staff and others, she compiled this extensive local input with information from a number of outside sources she was able to cultivate over the last few months. Through the two day retreat she organized at Black Coral Island and numerous meetings with key local leaders, she was able to educate a number of local leaders in the mechanics of a conservation trust fund which she then prepared as her final written report "*Environmental Trust Fund Feasibility Study and Working Plan*".

The **Pei Sarawi Conservation Trust Fund** task force members and advisors met for the last time with Christine this last Saturday, and that was when I truly realized what she has accomplished. Seeing local government and community leaders sitting together and openly discussing Pohnpei's environmental problems and carrying on an informed and open discussion on the mechanics of a trust fund to help address them was a very satisfying experience. I've seen very few outsiders take a good idea, help local counterparts successfully develop it, assemble and motivate a local group of leaders, and then transfer skills and responsibilities to the group to take on the project when they leave. This is the first time I've seen it done in only of three months!

Thanks again for the opportunity to benefit from the resources available through the University of Oregon's Micronesia and South Pacific Program. I will definitely be helping to publicize the program's benefits to our local partner agencies, and hope to submit another request for a technical assistant during the coming year. This "people to people" approach to technical assistance with significant skills transfer is the type of help that is sorely needed in the FSM, and the MSPP program is exemplary. I look forward to working with you in the future to increase the opportunities and impact of future MSPP technical assistance.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Bill Raynor", with a stylized, sweeping flourish at the end.

Bill Raynor
FSM Country Director


SPREP**South Pacific Regional
Environment Programme****PROE****Programme régional
océanien de l'environnement**

FAX ON

9 SEP 1997

SPREP

P.O. Box 240, APIA, Western Samoa. Tel.: (685) 21 929
Fax: (685) 20 231, E-mail: sprep@pactok.peg.apc.org

Fax no.: (541) 346 2040	No. of pages: 3 (including this one)
To: Dr. Maradel Gale, Director, Micronesia and South Pacific Program	Authorised by: 
From: Neva Wendt	File: AP 4/9/18
Date: 9 September 1997	Budget: XB102-UA26CG
Subject: University of Oregon Technical Assistance	

Dear Maradel,

It is a pleasure once again to be contacting you with very positive results of the technical assistance provided to SPREP by the University of Oregon, Micronesia and South Pacific Program. The attachment to SPREP of Ms. Aranzazu Lascurain has resulted in an excellent form of capacity building within SPREP which, in turn, is of considerable benefit to our member countries. Confidence in the assistance being provided by Aranzazu is such that contrary to our normal procedure for short term attachments, we have encouraged her to undertake duty travel to one of our member countries to provide more hands-on technical assistance through an environmental education workshop. Normally an attachment to SPREP is located within the Secretariat in Apia and would not normally travel from here. However, we have considered her technical skills, coupled with a very effective interactive approach and a ready appreciation of other cultures, to be a major advantage and have thus sought opportunities to utilise her skills elsewhere within the region.

The type of support that has been provided in her work area (environmental education) has given considerable confidence to the existing Programme Officer (counterpart) who was feeling totally overwhelmed by the magnitude of undertaking environmental education activities for our 22 member countries and being the sole person within SPREP responsible for this work. The attachment of Aranzazu, together with a Palauan Country Attachment, has resulted in the three working as a team (our Samoan Programme officer, Palauan Country Attachment and the University of Oregon Attachment) and has shown to us the considerable benefit that can come from the University of Oregon technical assistance.

Our only regret is that the three months is too short. One aspect of the work undertaken by Aranzazu has involved finalisation of curriculum materials for the Government of Kiribati and we would have liked more time to enable her to travel to that country to work specifically on Teacher Training activities.

Attached also is the Supervisor Evaluation Form. This has obviously been a very valuable exercise.

Warm regards,



Neva Wendt
Project Manager, Capacity 21
(Head - Environmental Education, Information and Capacity-building Division)



DIVISION OF MANPOWER DEVELOPMENT & EMPLOYMENT SERVICES
DEPARTMENT OF RESOURCES & DEVELOPMENT
YAP STATE GOVERNMENT

P.O. Box 135

Colonia, Yap

Federated States of Micronesia 96943

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Office of the Chief

October 15, 1997

Maradale K. Gale
Director
Micronesian and South Pacific Program
University of Oregon, OR 97403-5244

Dear Ms Gale:

Sorry for a belated response. I had been off-island and now I am in the midst of the government reform program assisting retirees make a smooth transition into the private sector. By the end of the year approximately 200 people including three of my staff, would be out of their jobs. So it is going to be a rough road ahead even for those who will retain their jobs.

Anyway, I want to thank you for your support and assistance for our recent project. As you were aware, the project (Evaluation System) which Jeannette Williamson (TA) was assigned to, ran into some unexpected difficulties at the onset. It was difficult to obtain from here training standards for many training programs, or in particular the required and acceptable skill level for many vocational trades. The problem is due in part to the lack of, or to some extent the restrictions and confidentiality placed on them by the concerned institutions. This problem is further compounded by the fact that many programs do not have a fully developed curriculum which should form the basis of establishing a standard. As a result, it would be difficult for us to develop an evaluation system without these information. On the other hand, another important component of an evaluation system - trainee assessment tools, to determine the appropriate types and level of training were also lacking. Therefore, in the beginning we spent considerable time looking for these information especially from institutions/organizations abroad. I now have most of these information and it is still my intention to pursue development of the Evaluation System - perhaps with assistance from the USDA Graduate School.

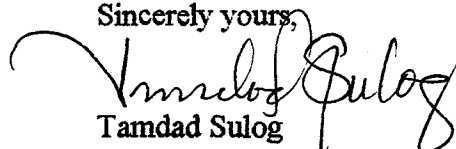
Because of the foregoing problem and the time constraints involved, Jeannette and I, after consultation with the Director of R&D, decided to focus on another project, developing a matrix of all training programs in the State. Emphasis was placed on existing agencies that have the capabilities or potential resources that can be utilized for future training's. With the recent establishment of the Yap State Training Coordinating Council (YTCC), the matrix would be an invaluable guiding tool as the State tries to consolidate all training programs and their resources under one umbrella. This is a major step to improve coordination and collaboration among the various training programs in the State. Recently, and at the request of the Council, I have included other information on the matrix such as total funding, fund sources, and job descriptions of people from the various training programs.

Jeannette also spent a lot of time working with Lily (local counterpart) to improve her capabilities and effectiveness in running various aspects of the JTPA Program. In particular, were the intake and objective assessment forms which form the basis for developing training strategies, goals and objectives for a particular JTPA client. Actual interviews and clients follow-up were initiated so Lily can develop skill in these area. Jeannette also taught Lily computer skills in data entry processing and designing forms to improve assessment and monitoring capabilities of JTPA clients.

I know that Jeannette could have accomplished more during her assignment here. She has the knowledge, capability, and flexibility to complete whatever is assigned to her. She brought with her a wealth of knowledge - organizational and technical skills that proved very helpful. Unfortunately, unexpected turn of events prevented me from spending more time with her than I would like to. For one, I was designated by the National Government without much advance notice, to be responsible for organizing the 5th Regional Labor Conference which Yap hosted in September. Also I was off-island for almost a month in August to accompany my brother on an emergency medical referral to the Philippines. Still the time spent has been worthwhile, developing a project that the State deemed very important for human resource development. As for the Evaluation Project which was not completed, Jeannette provided valuable information on how it should be set up, and I believe I can continue the work from this end.

In conclusion I want to thank you again for your valuable contributions to Yap State through the Technical Assistant Program. Eventhough, I have been involved with only two projects within a one year period, I know that I have accomplished more in carrying out the goals and objectives of this office than in previous years. And this is because of the actual participation, the sharing of information, and transfer of skills gained through the program. I strongly encourage continuation and expansion of the program because this is exactly the types of assistance that Yap State needs.

Sincerely yours,


Tamdad Sulog
Chief, MD&ES

xc: Director R&D
Lily Leepley
Project file

Return-path: <CYSULOG@worldnet.att.net>

Date: Sun, 01 Feb 1998 03:19:21 -0800

From: CHARLES YALAAROW <CYSULOG@worldnet.att.net>

Subject: Thank you from and appreciative Yapese!

To: mkgale@OREGON.UOREGON.EDU

Reply-to: CYSULOG@worldnet.att.net

X-MSMail-Priority: Normal

Hello Mrs. Gale, I am citizen of Yap who has been living in Oregon for a while now studying and working, and hopefully someday will return to Yap. I just recently learned of your wonderful program supporting badly needed technical assistance in Micronesia and the Pacific. It is a wonderful program and one that I hope our leaders in FSM, especially Yap, would take advantage of it more for constructive purpose. I'm writing to just let you know that as a Yapese, I really appreciated your effort of establishing this program and it is nice to know that there are people in this world such as yourself, who cares about others. Again, thank you for turning your vision in reality, which will help so many realized their dreams. Take care.

Charles Yalaarow Sulog.

To: howarde.tingley@worldnet.att.net
From: "Maradel K. Gale" <mkgale@oregon.uoregon.edu>
Subject: Re: Grad Student work/study program
Cc:
Bcc: peyron@oregon
X-Attachments:

Hello, Howard:

Thank you very much for your warm and thoughtful comments. We are very proud of the work done by our advanced graduate students, not the least because they generally seem to be able to adapt to the particular challenges of working within the island cultures. It's nice to hear from someone outside of our organization that our work is appreciated!

This fall has involved a great deal of travel for me, so I'm not surprised I was out of the office when you came by. I am sorry that I didn't have the opportunity to visit with you in person. Let me know where you are located, and perhaps I will be in your neighborhood before too long.

Happy holidays to you and your loved ones.

Maradel

At 11:20 PM 12/18/97 -0700, you wrote:

>Dear Maradel,
>Sorry to have missed you. I wanted to extend congratulations for your
>efforts - one, to assist Pacific Rim nations and in particular American
>Samoa and two, to help develop your graduate students through real life
>experiences. Having worked for ASG through American Samoa Power
>Authority (with reasonable success) and Department of Public Works (an
>unmitigated disaster) I am familiar with the unique challenges you and
>your students face. As the Staffing and Training Coordinator for a
>federal agency, the Co-operative Education Program with Civil
>Engineering students was most rewarding. You could see first hand the
>growth and skills development of participants and their satisfaction at
>a job well done. I can only imagine the sense of reward you gain from
>your hard work but again let me share my appreciation for the benefits I
>see accruing to both American Samoa and to your charges. Its really
>Great. Happy Holidays and I look forward to meeting you one day.
>
>Sincerely,
>
>Howard E. Tingley
>