



Description of Peace Corps Service

Jane Doe
Panama

Verification of Service

After a competitive application process stressing technical skills, adaptability, and intercultural understanding, **Jane Doe** was invited to serve in the Peace Corps. This is to certify that **Ms. Doe** served full time with the Peace Corps in **Panama as a Sustainable Agriculture Systems (SAS) Volunteer** for the term of **2 years and 3 months**. **Ms. Doe** started pre-service training on **April 2, 2017**, was sworn in on **July 9, 2017**, and concluded service on **July 9, 2019**.

Overview of Service

SAS Volunteers in Panama work to promote the food security and resiliency of farming families by improving the productivity and profitability of their farming operations. Jane Doe's primary assignment as a SAS Volunteer was to teach local farmers about efficient planting techniques for the traditional crops, improving traditional crop yields and lowering cost of production, pest management, soil improvement practices, fish and rice tank construction and management, and water capture system construction.

Training

Jane Doe completed an intensive 10-week pre-service training, which covered the following competencies.

Exemplifying commitment to service and resilience:	100 hours
Demonstrating responsibility for personal health, safety, and security:	100 hours
Integrating into communities:	50 hours
Facilitating participatory development:	50 hours
Programmatic training:	100 hours

Language

Jane Doe achieved a(n) **Superior** language proficiency score based on the American Council on the Teaching of Foreign Languages (ACTFL) scale in **Spanish**. **Spanish** was the primary language used to communicate while serving in **Panama**.

Jane Doe was awarded a **100-hour** Teaching English as a Foreign Language (TEFL) certificate on **7/9/2017**.

Additional training:

Jane Doe participated in 10 hours of overseas social media training to effectively share her service experiences with others back home in the U.S. and throughout the world.

DOS Instructions: Please follow these instructions. It is your duty as a Peace Corps Volunteer (PCV) to complete the DOS according to the Manual Section and your Post's standards. Note: Peace Corps Response Volunteers (PCRVs) should utilize the PCRV DOS Template, as provided by PCR.

Your Program Manager will only review the accuracy of your reported accomplishments.

Grammatical accuracy is your responsibility.

THIS DOCUMENT CANNOT EXCEED 3 PAGES.

DOS Instructions: Please use third person when describing your work.

Also, the bolded text throughout this example should be replaced with your own specific details.

DOS Instructions: An overview of the PCV's assignment consists of a generic narrative created by the Post. This overview describes the cohort's project with some customizations for individual and other community defined activities. There is a max of 250 words.

DOS Instructions: This section highlights relevant training completed by the PCV during the 10-12 weeks before being sworn in and any pertinent training completed during service.

The core Volunteer training focuses on the following competencies:

- Exemplify commitment to service and resilience;
- Demonstrate responsibility for personal health, safety and security;
- Integrate into communities; and
- Facilitate participatory development.

(Note: The above training competencies directly link to the learning content listed in the "Invitation to Swear-In" letter.)

Accomplishments

Primary Project

1. **Farmer Field Schools:** Farmer Field Schools (FFS) is a hands-on training technique developed in Africa to teach rural farmers new, innovative techniques in an informal, rural setting by performing best practices in a local farm with local farmers. Ms. Doe coordinated a series of 10 farmer field schools on agricultural best practices, including topics such as soil improvement, fertilization techniques, seed conservation and farm planning. Each session included input from local leaders, a short session or training, and practice of the technique learned. Ms. Doe individually followed up with the farmers after the sessions was done to help monitor effectiveness, encourage follow through, and troubleshoot problems of techniques learned.
2. **School Garden:** Ms. Doe worked with 40 elementary school children twice a week in the school garden, giving lessons in basic garden maintenance, soil improvement, and nutrition.
3. **Organization and Agribusiness Training:** Ms. Doe facilitated an organizational capacity assessment (OCA) for 15 local farmers organized in two local producer’s groups. Based on the needs identified in the OCA, she helped facilitate several continual agribusiness trainings increase income-generating activities and apply commercialization principles to cash crop management. Agribusiness topics included cost-volume-profit analysis, production capacity calculation, and identifying markets. With recent improvements in local roads the community has better access to market than ever before and is in a position to significantly improve the efficacy of their income-generating farm activities.

Community-Defined Activities

4. **Reading Group:** Ms. Doe founded and led a weekly reading session with students ages six to sixteen to encourage literacy and reading outside of the classroom.
5. **Bridge:** Ms. Doe helped coordinate the communication between community leaders and an international NGO who worked together on the construction of a pedestrian bridge on a major river running through the community.
6. **Volunteer Advisory Council (VAC):** As one of four volunteers on the VAC E-Board, Ms. Doe contributed significantly toward fostering a synergetic relationship between volunteers and staff members. Over the course of one year Ms. Volunteer met frequently with staff from the executive, training, and medical teams to collaborate in crafting solutions to areas of concern for volunteers in the field and communicate important decisions from Peace Corps Panama and Washington.

Competencies for Professional Peace Corps Service

These are the Core and Sector competencies, defined by the Volunteer Competency Model, that Peace Corps Volunteers have gained as a result of their successful completion of service.

Accountability	Intercultural engagement	[Co] facilitate
Adaptability & flexible thinking	Monitor, learn, adapt and report	[Co] teach
Collaboration	Participatory analysis	[Co] train
Continual learning	Personal health management	Field-based instruction
Diversity, equity, and inclusion	Personal risk mitigation	Guided learning
Emotional agility	Problem solving	Mentor
Gender equity	Safety and security reporting and response	Project/Event [co] planning
Health reporting and response	Service orientation	Technical
Initiative	Social connection	

DOS Instructions: In this section, the PCV will highlight their accomplishments and contributions to their Logic Project Frameworks (LPFs). It is recommended that the Volunteers utilize the information captured in the Volunteer Reporting and Grants Tool (VRG) to describe and highlight their accomplishments throughout service.

There is a 1,000 word max.

DOS Instructions: This section will highlight the Core and Sector Competencies PCVs demonstrate as a result of their service. Please include all of these on your DOS.

This list assists PCVs in identifying their unique talents and abilities.

