

EXAMPLE

DESCRIPTION OF PEACE CORPS SERVICE

JANE DOE

REPUBLIC OF CHAD 2005-2006

After a competitive application process stressing technical skills, motivation, adaptability, and cross-cultural understanding, Peace Corps invited Ms. Doe to serve as a TEFL teacher in the African nation of Chad.

PRE-SERVICE TRAINING

Ms. Doe began an intensive 10-week pre-service training on **(ENTER ON DUTY DATE)** in Darda, a small agricultural center located an hour south of the capital, N'Djamena. The program consisted of language training, technical skills training, AIDS education, and area studies training. As part of the technical training, Ms. Doe taught local village children for one week, then spent three weeks teaching at a host high school in the capital city where her technique was observed and critiqued by Chadian and American instructors.

Training program included:

- 95 hours of formal instruction in French
- 20 hours of formal instruction in Chadian Arabic
- 18 hours of area studies (the history, economics, and cultural norms of Chad)
- 60 hours of training in teaching English as a foreign language (TEFL) (methodology and preparation for the Chadian school system)
- 10 hours of AIDS education (how to incorporate within the English classroom)

Assignment

On **(ENTER OATH DATE)**, Ms. Doe completed training and was sworn in as a Peace Corps Volunteer. She was assigned to Eré, a small village in the southern province of Mayo-Kebbé East, roughly 320 km south of N'Djamena. French is predominantly spoken there, although women and children frequently use a local language (Garap) for daily life and Chadian Arabic is widely used at the market and with merchants or visitors from other villages.

TEFL Teaching (Note: describe teaching experience with categories below. if PCV did not teach, describe primary and secondary projects instead. describe activities and impacts both qualitatively and quantitatively, as appropriate)

The local secondary school in Eré consisted of seven academic levels, the Chadian equivalents of seventh through twelfth grades, plus another year to prepare for the college entrance examination. There were roughly 800 students enrolled in the school and class sizes varied from 50 students in

the upper levels to over 110 students in the lower levels. Ms. Doe was the only female teacher in the village and worked at the school with eleven other full-time male teachers. She was faced with the daily challenge of managing classes of 90-plus students, many of whom were unaccustomed to a female teacher, and many of whom were older than she. During her time there, Ms. Doe reported directly to the principal, Mr. Jean-Luc Tibesti, and worked on a full-time basis in formal and informal classroom settings exclusively for Chadian students. The school possessed remedial resources so Ms. Doe was responsible for material and course development, which included original lesson plans and creating visual aids. Due to the lack of books and other learning materials, students were wholly reliant upon what they copied from Ms. Doe's lessons for their English textbooks. During her service at the local school, Ms. Doe taught the following courses:

| Date | Number of Months | Number of Weeks | Subject | Grade (U.S. Equivalent) | Number of Students | Hours per Week |
|---------|------------------|-----------------|---------|-------------------------|--------------------|----------------|
| 1/12/06 | 4 | 14 | TEFL | 7, 8, 9 | 300 | 9 hours/wk |

Language Skills

Ms. Doe has achieved an intermediate competency level in French during her service and effectively used French to communicate in her work at school, with her colleagues, Chadian counterparts, and in daily life. In addition, Ms. Doe was also able to learn basic Chadian Arabic, which she used at the marketplace and while traveling. She learned basic Garap as well, a local dialect spoken in her village, which she used in addition to Chadian Arabic to communicate simple things with Chadians in her community who possessed limited or no French skills.

SECONDARY ACTIVITIES/PROJECTS

Kindergarten

Ms. Doe collaborated in the writing of a project proposal for the construction and formation of a kindergarten in her village. Due to overcrowding, the space at the elementary school intended for a kindergarten was used as a regular classroom, leaving the youngest children with nowhere to go. After being approached by a school official, she worked with the administration of the school to design a plan for generating the funds and means necessary to open and maintain a new kindergarten.

Women's Literacy Group

Ms. Doe was working with her host mother to establish a women's literacy group for their neighborhood.

Ms. Doe completed her Peace Corps service in Chad on **(ENTER COMPLETION OF SERVICE DATE)**.

Pursuant to section 5(f) of the Peace Corps Act 22 U.S.C 2504 (f) as amended, any former volunteer employed by the United States Government following his or her Peace Corps Volunteer service is entitled to have any period of satisfactory Peace Corps Volunteer service credited for purposes of retirement, seniority, reduction in force, leave and other privileges based on length of federal

government service. Peace Corps service shall not be credited toward completion of the probationary or trial period or completion of any service requirement for career appointment.

**(FOR EARLY TERMINEES.....See MS 285, para. 5.3
OMIT THE FOLLOWING PARAGRAPH IF INELIGIBLE FOR E.O. 11103 BENEFITS)**

This is to certify in accordance with Executive Order No. 11103 of 10 April 1963, that Jane Doe served satisfactorily as a Peace Corps Volunteer. Her service in Chad ended on April 22, 2006. She is therefore eligible to be appointed as a career-conditional employee in the competitive civil service on a non-competitive basis. This benefit under the Executive Order entitlement extends for a period of one year after termination of the Volunteer's service, except that the employing agency may extend that period for up to three years for a former Volunteer who enters military service, pursues studies at a recognized institution of higher learning, or engages in other activities that, in the view of the appointing authority, warrant extension of the period.

**(OMIT THE FOLLOWING SENTENCE IF INELIGIBLE FOR COVERDELL
FELLOWS BENEFITS.... See MS 126 Attachment A)**

Ms. Doe has earned lifetime eligibility for the Paul D. Coverdell Fellows graduate school fellowship program.

Country Director
Peace Corps Chad

Date