



## 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.

**Commented [A1]:** 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.

**Commented [A2]:** Please use third person when describing your work.

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

**Commented [A3]:** 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.

**Commented [A4]:** 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
Emotional agility	Personal risk mitigation	Guided learning
Health reporting and response	Problem solving	Mentor
Initiative	Safety and security reporting and response	Project/Event [co] planning
	Service orientation	Technical
	Social connection	

**Commented [A5]:** 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.

**Commented [A6]:** This section will highlight the Core and Sector Competencies PCVs demonstrate as a result of their service. Please include all that apply on your DOS.

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

**For Federal Employers/Educational Institutions****Eligibility for Service Credit**

Pursuant to section 5(g) 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.

**Commented [A7]:** This section permits PCVs to credit any period of satisfactory Peace Corps Service toward their commitments in government employment/service.

**Certification(s) of Non-Competitive Eligibility and Peace Corps Eligibility**

This is to certify in accordance with Executive Order 11103 of April 10, 1963, that **Ms. Doe** served satisfactorily as a Peace Corps Volunteer. Her service ended on **7/5/2019**. 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 extends for a period of one year after termination of the Volunteer's service, except that the employing agency may extend the 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 employing agency, warrant extension of the period.

This is to certify in accordance with subsection 5.0 of Peace Corps Manual Section (MS) 285 that **Ms. Doe** served satisfactorily as a Peace Corps Volunteer/Response Volunteer for the term of her Peace Corps service under an appointment of 28 months.

**Eligibility for the Fellows Program**

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

\_\_\_\_\_  
Peace Corps Volunteer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Country Director, Peace Corps – **Panama**

\_\_\_\_\_  
Date

**Commented [A8]:** For the document to be certified as the official Peace Corp record, it must be signed by the Country Director.