

CHASE NYE**DESCRIPTION OF PEACE CORPS SERVICE**

After a competitive application process stressing teaching skills and experience, adaptability and cross-cultural sensitivity, Chase Nye began a ten-week intensive Peace Corps training program on September 27th, 2007 in Namaacha, Mozambique. The training focused on Portuguese language competence, teaching methodologies and techniques, and cross-cultural instruction. Over the course of his training, Chase attended 145 hours of language instruction, 25 hours of cross-cultural training, 146 hours of technical training in Teaching English as a Foreign Language (TEFL), including methodologies such as Participatory Analysis for Community Action (PACA), and Content- and Community-Based Instruction (CCBI). He also obtained 46 hours of teaching experience before concluding training.

After ten weeks in Namaacha, Chase Nye swore into the United States Peace Corps on December 7th, 2007. Throughout the two years to follow, he served as a teacher at the Agrarian School of Inhamússua, which instructs approximately 500 students per year on the basics of agriculture and animal husbandry. While in Inhamússua, Chase served as a secondary-school teacher alongside approximately 40 faculty members. He reported directly to the school director, Mr. Elias Alexandre Baloi, and taught the following courses:

<u>ACADEMIC YEAR</u>	<u>DISCIPLINE</u>	<u>GRADE</u>	<u>No. of STUDENTS</u>	<u>HRS./WEEK</u>
2008	English	8	142	4
2008	History	8	72	2
2008	English	9	164	8
2008	English	10	124	6
2009	English	8	152	6
2009	History	8	51	2
2009	English	9	145	6

In addition to his responsibilities at the secondary-education level, Chase Nye taught sophomore and senior university students enrolled in the English department at the Sagrada Família University in neighboring Maxixe, Mozambique. While there, Chase collaborated with 56 other professors, 8 of which were fellow members of the English department. Chase taught the following courses:

<u>ACADEMIC YEAR</u>	<u>DISCIPLINE</u>	<u>YEAR</u>	<u>No. of STUDENTS</u>	<u>HRS./WEEK</u>
2009	Syntax	Sophomore	50	4
2009	Morphology/Semantics	Senior	40	4

As a faculty member of two schools, Chase Nye helped to develop many curricula and resources. He developed a database to calculate grade averages for students within each discipline as well as across disciplines. The program also calculated grade statistics to facilitate the evaluation of teachers' and students' performance. Chase's colleagues adopted the system and it is now the preferred grading tool within his school as well as others throughout Mozambique. Chase also worked with a fellow professor to digitize and expand the existing history curriculum. The result was a textbook that could be printed and distributed to students. In 2009 Chase developed an eighth, ninth and tenth grade English curriculum used by all agricultural schools in southern Mozambique. To further bolster English resources in Mozambique, he worked with fellow Peace Corps volunteers to compile reading and listening material, both physical and digital, and distributed it to other English teachers. While working with the English department at the Sagrada Família University, Chase wrote a distance learning education module that is currently used by students earning a bachelor's degree from remote locations. Chase also worked with a commission at the Agrarian School of Inhamússua to obtain eleven computers for student and faculty use. He then aided with the installation and maintenance of a computer network and antivirus software. Finally, Chase worked in conjunction with two American organizations, Books for The World and Darien Book Aid Plan, to obtain English learning resources from American donors. Nearly 300 books were shipped by the aforementioned organizations and presented to the Agrarian School of Inhamússua, thereby tripling the size of the existing library.

Beyond teaching, Chase Nye organized many extra-curricular activities for his students and community. Throughout his first year of service, Chase coached the school basketball team, which involved working with ten young men, instructing them on the fundamentals of the sports as well as life skills and sportsmanship. Chase then organized a sewing club for teenage girls, which provided an income-generating trade and an opportunity for them to invest in themselves. Later, with funding from Future Business

Leaders of Mozambique, Chase organized a business course for tenth and eleventh graders. Chase and his colleagues taught students the basics of small business and then, based on the lessons, designed enterprise proposals. After defending their proposals to a panel of community-member judges, the winning group was awarded funding, which, with the help of Chase, they used to build a small sustainable pig farm. Later that same year, he organized a small theater group and helped them to compete in the English Theater Competition in Maxixe, Mozambique. The group wrote and presented a brief play about the problems of discrimination towards AIDS patients in Mozambican hospitals.

As a second year volunteer, Chase Nye continued to serve his community inside and outside of the classroom. After participating in a Peace-Corps-organized workshop on bio-intensive agriculture, Chase returned to his community and shared diverse agricultural principles with his students and colleagues. His efforts led to improvements in the school's practicum curriculum. He continued his support of sports by organizing a small Frisbee club to help diversify athletics in his community. Later that same year, Chase's business course and competition became a recognized and anticipated event in Inhamússua and a second winning group developed a preserved-foods business, selling jams and dried goods to the neighboring communities. Chase then took his theater group to the English Theater Competition for a second year, where the students presented a story about the common misinformation circulated in Mozambique. As a final community contribution, he organized an after school arts group which studied the power of artistic expression, and how that expression can be used to help a community suffering from the effects of HIV/AIDS. The students then painted four murals throughout the school campus, all reminding students of the importance of education and expression with respect to HIV/AIDS.

Beyond his community life, Chase Nye was involved in Peace Corps projects throughout his service. Chase served as a representative on the Volunteer Advisory Council. As a member of the council, Chase acted as a voice for his fellow volunteers and worked with council members and the Peace Corps country director to resolve volunteer issues. Chase also hosted two two-day workshops on bio-intensive agriculture for 20 volunteers and their counterparts. He later assisted in a similar seminar given to incoming trainees in October of 2009. In both years of his service, Chase aided with the training of the incoming trainees, giving lessons on teaching methodologies, lesson planning and cross-cultural experiences. During an in-service training session, Chase taught the basics of Project Management and Design to fellow volunteers and colleagues from their respective organizations. As an experienced facilitator of Future Business Leaders of Mozambique, Chase served as the national coordinator of the volunteer-run organization. While holding this position, he wrote and managed a \$24,000 budget, financed by PEPFAR funds from the Public Affairs Office in Maputo, Mozambique. He also assisted in the operation of the individual business groups and reported on the project at the national level.

After two years of sincere dedication, Chase Nye concluded his service in the United States Peace Corps on November 13th, 2009. Upon completion, he completed a Portuguese language proficiency interview, based on standards set by the American Council for the Teaching of Foreign Languages, and was certified with a competency level of superior. In the end, Chase dedicated two productive years to Peace Corps Mozambique, serving both the Peace Corps community as well as his host institution in an exemplary manner.

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

This is to certify in accordance with Executive Order No. 11103 of April 10, 1963, that Chase Nye served satisfactorily as a Peace Corps Volunteer. His/Her service ended on November 13, 2009. He/She is therefore eligible to be appointed as 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, except that the employing agency may extend the period of 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 which in the view of the appointing authority warrants extension of the period.

Privacy Act Notice: The information requested herein is collected pursuant to Section 5 of Peace Corps Act (22 USC #2504). The information will be used exclusively to prepare the Description of Volunteer Service Statement, which will be permanently retained by the Peace Corps. The Statement will be used to verify service performed.

Date: _____

Ruben Hernandez – Country Director