



## DESCRIPTION of VOLUNTEER SERVICE

### Buthaynah Muhammad Madany

After a competitive process stressing applicant skills, adaptability, and cross-cultural understanding, Buthaynah Muhammad Madany was invited to serve as a CYD Volunteer in the village of Mutah/Ghor Al-Mazra Governorate of Karak, Jordan. Buthaynah Muhammad Madany entered Pre-Service Training on October 17, 2014, participating in an intensive eleven week, homestay-based training program. Training sessions included:

- Language: 174 hours of spoken and written Arabic instruction. By the end of pre-service training, Buthaynah Muhammad Madany received an LPI rating of Advance-Low in Arabic.
- Cross-culture: 45 hours of formal sessions on Jordanian values and traditions with an emphasis on history, economics and culture, reinforced by living with a Jordanian family throughout training.
- Technical: 68 hours of sessions covering English teaching methodology, practice teaching, and a community-based practicum.
- Personal Health and Safety: 33 hours of introduction to common diseases and prevention, HIV/AIDS awareness, nutrition, and first aid. Strategies for personal and transportation safety, assault risk factors and strategies for reducing risk, safety and security incident reporting, Jordan-specific Emergency Action Plan.

*Buthaynah Madany was sworn-in as a Peace Corps Volunteer on December 29, 2014.*

After successfully completing a vigorous pre-service training in Madaba, I moved to my permanent site in the government of Karak -the villages of Mutah and Ghor Al-Mazra. While there I worked at the mixed gender Princess Bassma Center (whose target population included refugees, that work with USAID, Jordanian youth, women etc. ), at an all-girls youth center with a target population of 12-29 years of age, as well as at an all-girls school focusing on grades 6-10 teaching conversational English and conducting communicative activities(which started a month after moving to site).

My first few days at site were filled with planning activities with the principal of the Princess Basma Center to meet the needs of the community and volunteers at the center. Teaching ESL classes for beginners was a priority including trying to teach the refugees at the center, and the rawdah (pre-k) students with a focus on English pronunciation and grammar. In addition to this both centers stated a need for mock interviews and critical thinking. Self-esteem and positive body image classes were discussed to be set up for the youth as it is not something that is focused on in Jordan, but is much needed.

We also decided to conduct sexual education for engaged and married women while tailoring the sessions to be culturally/religiously appropriate. These classes were necessary as it was voiced that many parents/families were not comfortable in discussing these issues in great details to young women. For married women we planned to focus on teaching them to have

open dialogues with their spouses, as many of them did not know how to approach improving their sex lives with their significant others. In addition to this, family planning classes would also be held.

Continuing with the health theme, we decided that we could do nutrition classes for interested youth and staff members. The focus would be teaching them how to eat a balance diet, while incorporating the Jordanian staple foods and staying within budget. This would ultimately help them controlling a variety of health issues including obesity.

At the all-girls school that I was working at (grade 6-10 and sometimes first grade), I was teaching 18 classes a week. There after consulting with the principal and teachers I created lesson plans from the nationally used English Action pack books and adapted them to meet the various levels of the students. This was challenging but enjoyable as most classes had over 40 students, with various English level. In addition to this I was in the process of creating remedial classes for students who didn't speak or read any English with a focus on grades 6-10, but not limited to that. An English and diversity club was also being planned, a Peace Corps school spelling bee, and assessing student improvement. The girls were also very interested in physical education so I planned on incorporating games such as kick ball, volley ball and dodgeball into their PhysEd classes.

While I didn't have much time to form relationships with the members of the community, I was able to draw close to my second host family. My host sister and I got on immediately and through daily activities of shopping, cooking and visiting with each other we were able to laugh and learn through our cultural differences. The teachers at the school that I was assigned were very open and welcoming and while I didn't get to know them very well, the few visits I did have outside of the school setting with a few of them helped me to get to know them on a more personal level.

*Due to the suspension of Volunteer activities in Jordan, Buthaynah Madany closed her service early on March 11, 2015.*

Pursuant to Section 5 (f) of the Peace Corps Act, 22 U.S.C. No. 2504(f) as amended, any former Volunteer employed by the United States Government following his/her Peace Corps service is entitled to have any period of satisfactory Peace Corps Volunteer service credited for purposes of retirement, seniority, reduction in force, leave or other privileges based on length of government service. Peace Corps service shall not be credited toward completion of a probationary or trial period or completion of any service requirement for career appointment.

This is to certify in accordance with Executive Order No. 11103 of 10 April 1963, that **Buthaynah Madany** served satisfactorily as a Peace Corps Volunteer. Her service ended on March 11<sup>th</sup>, 2015. 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, except that the employing agency may extend 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 which, the view of the appointing authority, warrants extension of the period.

  
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Bryan Butki  
Country Director/Jordan

4/15/2015  
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Date

