



## Description of Peace Corps Service

**Daniel Eamonn Woodhouse**

**Republic of Madagascar  
Education 2017 – 2019**

After a competitive application process emphasizing professional competencies, motivation, adaptability, flexibility, and cross-cultural understanding, Peace Corps invited Daniel Eamonn Woodhouse to serve as an English Educator in the Southern African nation of Madagascar.

### **Pre-service Training**

Mr. Woodhouse began an intensive 12-week pre-service training on June 14<sup>th</sup>, 2017 in Mantasoa, 80 kilometers east of the capital, Antananarivo. The program consisted of extensive language and cross-cultural training, technical skills development, and personal security and well-being preparation. As part of the technical training, he spent three weeks teaching English at the secondary level. During this time, Mr. Woodhouse's teaching techniques and classroom management skills were observed and critiqued by certified trainers.

The training program included:

- 47 hours of accelerated instruction in Standard Malagasy and 31 hours of formal instruction in the standard Malagasy
- 45 hours of skills development in medical, cross-cultural, and personal security
- 84 hours of technical training in training methodologies, community development, and appropriate interventions in Teaching English as a Foreign Language and blended pedagogies
- 10 hours of teaching practice

### **Primary Assignment**

On September 8th, 2017 Mr. Woodhouse completed training and was sworn in as a Peace Corps Volunteer. He was assigned to Antsirabe, a town in the Vakinankaratra Region. Although French is the official language, the people of Antsirabe predominantly used their first language, Standard Malagasy, for daily life.

Under the authority of the Ministry of Education, Mr. Woodhouse served as an English Educator at the technical high school of Antsirabe supervised by Mr. Julien Rakotomahefa. This technical high school consisted of 3 academic levels: first year, second year, and third year.

The school had between 800 and 900 students and 40 teachers. The school had more resources than the average Malagasy school, but still suffered from many of the same problems such as electrical blackouts, water cut offs, overcrowded classrooms, frequent leaking roofs, broken windows and doors, cyclone season which may cause the school to shut down for some weeks.

His specific course load included:

Course Title	Number of Months	Number of Weeks	Grade (U.S. Equivalent)	Number of Students	Hours per Week
Business, Accounting, and Entrepreneurship in English	20	80	High school	60	4 hours
Civil, Mechanical, and Electrical Engineering and Metal/Wood Work in English	20	80	High school	200	20 hours

During his time, Mr. Woodhouse not only taught English to hundreds of both teenagers and adults, but also encouraged and fostered critical thinking skills through the use of creative exercises/assignments during lessons. He had an English class for the teachers and staff of his school every Friday morning in order to not only to teach English, but also get to know his co-workers better on a personal as well as a professional level. He often spent a lot of time with his neighbors doing everything from chatting over lunch and attending teachers' parties to marching in a yearly parade held to celebrate the school's birthday.

### **In-Service Training**

The activities undertaken were reinforced by continued training throughout service. Mr. Woodhouse further developed skills such as lesson planning, leadership, project management, grant writing, resiliency, public speaking, team building, gender equitable practices, research, and sustainable development.

### **Secondary Activities**

- Assisted in teaching English at the Lovasoa Cross Cultural Center by helping the center's English teachers grade exams and judge speech contests
- Led English conversation classes and provided advice with lesson planning and classroom activities for between 2 and 6 hours per week
- Taught an English class ever Friday morning for teachers and staff at LTPA
- Worked with his students to paint a colorful map of the world to act as a welcoming mural at the entrance of the school
- Translated from Malagasy to English an HIV/AIDS survey for a Malagasy university medical student doing a research project on the subject
- Gave private English lessons to his neighbors

### **Cultural Exchange Activities**

- Mr. Woodhouse would often use American movies, TV shows, and music during lessons not only to engage the students with creative activities to help them learn English, but also to show Americans' popular entertainment preferences. During one lesson, Mr. Woodhouse used pictures of his family and friends to show his students the diverse appearances of everyday Americans.
- He also frequently enjoyed sharing his experiences in Madagascar with weekly FaceTime chats with his family and friends on the weekends. He once did a Skype interview with a reporter from the Spinnaker Magazine of his alma mater of the University of North Florida during the first year of his service to talk about Madagascar and the Peace Corps.

**Language Skills**

During his service, Mr. Woodhouse primarily spoke standard Malagasy in both conversational and professional settings. Standard Malagasy has its roots in the Austronesian peoples from Malaysia and Indonesia who were the first settlers of Madagascar. Malagasy was later influenced by the arrival of the Arab and Bantu peoples on the island. At the completion of service, Mr. Woodhouse received a score of "Advanced Low" on his final Language Proficiency Interview, conducted by a certified tester using the ACTFL criteria.

**Certification**

Mr. Woodhouse successfully completed requirements for the TEFL Teaching Certificate.

Daniel Eamonn Woodhouse ended his Peace Corps' service in Madagascar on September 3, 2019.

*Pursuant to the Section 5(f) of Peace Corps Act, 2USC and 2504(f) as amended, any former Volunteer employed by the US government following Peace Corps volunteer service is entitled to have any period of satisfactory Peace Corps service credited for purposes of retirement, seniority, reduction in force, leave and any other privileges based on length of government service. That service shall not be credited toward completion of any requirement for career appointment.*

*This is to certify in accordance with Executive Order 11103 of 10 April 1963, the above successfully served as a Peace Corps Volunteer and 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 one year after the end of volunteer service, except that the employer may extend to 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 appointing agency, warrants extension of the period.*

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



Brett E. Coleman  
Country Director



Daniel Eamonn Woodhouse  
Peace Corps Volunteer

Daniel Woodhouse



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Highly driven, and eager to face challenges with regards to adaptation and sustainability in an ever-changing world. Interested in a career in analysis, research, consulting, or development of climate change and sustainability management.

**Education:**

Master of Arts, University of South Florida (2022 expected) Concentration: Climate change and Sustainability. Working on certificate in Energy Sustainability.

Bachelor of Arts, University of North Florida (2016). Major: History, Minor: Political Science

Study abroad (Spain). Dean's List. Final GPA: 3.0

Founding member of Kappa Gamma chapter of Theta Chi fraternity and creator of the on-campus charity event *Theta Chi runs for those can't* to support the USO and the Wounded Warrior Project.

**High School:** Duncan U. Fletcher High School (2012). Final GPA: 3.9.

**Awards:** National Honor Society. AP Scholar. Bright Futures Scholarship. Swimming team captain /4-year letterman.

**Technical Skills:**

- Microsoft Office
- Educational instruction and leadership
- Data entry and analysis
- Project planning and management
- Adaptability
- Historical/political analysis and interpretation
- CPR/AED/First Aid trained

## **Professional Experience:**

### **ESS Staffing, Duval County, Florida October 2019-present**

***Substitute Teacher*** for Duval County Public Schools. Responsible for facilitating classroom management and lesson planning while a teacher is absent. Worked 40 hours per week.

### **Peace Corps, Antsirabe, Madagascar. June 2017-September 2019**

***Secondary English Teacher***, with US Peace Corps. Over the course of 27 months, I taught English as a second language to more than 400 students between the ages of 13 and 16 who attended a vocational training school. My secondary project was teaching English to adults ages 20 to 60 as a second language at a cultural center. I also assisted a Madagascar graduate student translate a survey for a research project for people with HIV status and applied for and completed a Peace Corps grant project involving the creation of a map of the world at the entrance of my school. In addition, I held a weekly English class for my fellow teachers and successfully completed requirements for earning an international TEFL certificate from the Peace Corps for 27 months of supervised teaching experience. I worked with stakeholders in my site's community to accomplish all the goals in my projects. During my service I was in leadership as my region's warden and the VAC (Volunteer Action Committee) representative for my region. Worked 40 hours per week.

### **University of North Florida Recreation Department, Jacksonville, Fla. 10/12-04/16**

***Special Events Supervisor*** of the UNF Arena and Fieldhouse. Managed a staff that ranged from four to 10 employees during sporting events, charity events, concerts, comedy shows, public lectures, cultural festivals, and high school graduations. Duties involved setting stages, collecting tickets, ushering crowds, assisting security, laying out floor plans, cleaning up, and providing customer service. During non-event times other duties involved tasks at the front desk, including answering the phone, take court reservations, providing security to patrons, and giving customer service. Worked 40 hours per week.

### **Neptune Beach Ocean Rescue, Neptune Beach, Fla. April 2012-Sept. 2016**

***Senior lifeguard*** with Neptune Beach Ocean Rescue, a public safety branch of the Neptune Beach Police Department. Primary duties: Perform rescues of drowning and injured citizens and administer CPR and first-aid. Additional duties include training new lifeguards, locating missing children, and maintaining the lifeguard station. Worked 40 hours per week.

## Coverdell Essay

Four years ago, I applied to become a U.S. Peace Corps volunteer. After a very thorough, nine-month vetting process, followed by three-months of extensive, in-country training including language proficiency, I was chosen to serve as a secondary English teacher in the central highlands of Madagascar, specifically the city of Antsirabe. I lived and worked at a vocational training high school located in one of the poorest neighborhoods of the city, where the average daily income amounts to roughly \$2 a day. My primary project involved teaching instructional English to students ranging in age from 13 to 16. I undertook numerous secondary projects, including creating a brand-new English curriculum for first-year students; translating an HIV questionnaire; teaching a beginner's English class for school staff; creating a world map mural at the entrance of the school; assisting a fellow Peace Corps volunteer with his English club; and volunteering as an English tutor for adult students at a local cultural center.

Over the course of two years, I learned more than just teaching and education, but also a lot about myself. I learned how to be self-sufficient and quickly adapt to ever-changing conditions. I developed skills in project planning and management, grant writing, community development, leadership, and cross-cultural exchange and facilitation.

Ultimately, one of the best things about my overseas experience was discovering the island's unique natural beauty. Madagascar is filled with a wide variety of flora and fauna, the vast majority of which isn't found anywhere else in the world. While exotic, it is also a fragile landscape. Droughts have become longer, cyclones stronger and nearly all the island's lemur species are endangered or threatened with extinction. Centuries-long deforestation has wiped out more than 90% of the island's original timberland. This is one reason I was inspired to apply for the PCGS fellowship. I believe this fellowship will help me develop and create strategies to best mitigate and combat the effects of climate change and environmental degradation. I would like to use this program to pursue a career in environmental education, advising, or consulting.

I have been interested in conservation and environmentalism since I was in elementary school. I am passionate about the natural world, from hiking the Appalachian Mountains to participating in eco-camps, surfing in the Atlantic Ocean, and studying the current ecological status and threats to the sustainability of the Central Florida springs. I believe my background and international experience make me uniquely qualified for this fellowship. My aim is to use my experiences in the Peace Corps and as a native Floridian to help broaden the knowledge and world views of my fellow students and of the PCGS. I hope that my experiences in one of the world's poorest countries, if not the poorest, can help others understand climate change mitigation and sustainability as not only possible, but also necessary on both the local and global scale.

Thank you for considering my application and I look forward to hearing from you.

Sincerely,

Daniel Eamonn Woodhouse