

Classroom Responsibilities:

Stuart was assigned to the secondary school in Aleg where he taught both junior high school and high school English classes to students of the Arabic-focused curriculum as part of the national initiative to shift these students to a multi-lingual program of study. He taught 310 students that were divided into eight different classes, including four classes of seventh grade, three classes of eighth grade, and one class of tenth grade. The seventh and eighth grade classes studied English for two hours a week while the tenth grade class studied for three hours a week. This totaled a 17 hour work load each week.

All three levels of students were commencing their studies in the rudiments of the English language. Therefore, the lessons consisted of such topics as the days of the week, numbers, months of the year, telling time, and other such topics.

Outside the Classroom:

In his free-time, Stuart organized and participated in quarterly teacher observations sessions. In these sessions, the English teachers observed each others' teaching techniques and gave feedback in order to improve the quality of English teaching at the secondary school.

Stuart also gave private lessons to a group of seniors in high school that were studying for their university entrance exams. These lessons reviewed both basic and intermediate topics in English.

Secondary Projects:

Along with Teaching English as a Foreign Language (TEFL), Stuart collaborated on projects that were organized by several volunteers. Stuart organized a training session during a multi-regional bike tour project. This project consisted of six volunteers making a tour on bicycle of two different regions, the Brakna and the Gorgol. During this tour, the volunteers gave training sessions to Mauritanian female cooperatives on natural pesticides for their gardens and the importance of breast-feeding for the health of their babies. Stuart organized a training session dealing with the importance of the continuing education of women. More than 50 Mauritanian junior high girls participated in this session.

Another project Stuart participated on was a 'Big-Sister / Little-Sister' weekend. This project was designed to match-up young women in high school with young women in junior high school in order to give the younger students role models and to demonstrate to them that girls can continue their education beyond the junior high school level. In Mauritanian culture, women often end their education after junior high school. During this weekend, sessions were held on computer training, fabric dying, and geography. A round table discussion titled 'Women in Professional Life' was also conducted by a female Mauritanian health professional where the students discussed the many possibilities for women in the professional sphere.

Regional Coordinator:

For Stuart's second year of service, July 2001- July 2002, he was elected to be the Regional Coordinator for the Brakna region by the other nine volunteers of that region. The position of Regional Coordinator includes the following responsibilities:

- Represent Peace Corps Mauritania at official functions, including maintaining good relations with regional government authorities
- Assist in the administration of Peace Corps goals, policies, and procedures
- Maintain and repair regional office facilities and equipment, including computers and printers
- Hold quarterly meetings with Peace Corps administration
- Act as a liaison between volunteers and staff

During his tenure as Regional Coordinator, Stuart successfully created and opened a local office for the region, organized a visit to the Brakna by the Ambassador of the United States of America, assessed the suitability of new sites for future volunteers, and maintained and enforced security guidelines for the volunteers of that region.

Pursuant to section 5(f) of the Peace Corps Act U.S.C. 2504 (f) of April 10, 1963 as amended, any former volunteer employed by the United States Government following his/her Peace Corps Volunteer service is credited for purposes of retirement, seniority, reduction in force, leave and other privileges based on length of government service. That service shall not be credited toward completion of the probationary or trial period of any service requirement for career appointment.

This is to certify in accordance with Executive Order 11103 of April 10, 1963 that Stuart Squires served successfully as a Peace Corps Volunteer. His service ended on August 10, 2002. He 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 Volunteer 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 appointing agency, warrant extension of the period.

August 4, 2002

☒ Ms. Squires requests that a waiver be included as part of his statements.

