

Note from *people and places*: this volunteer's placement was designed specifically for them – they went through our full matching process, as we've been doing with you. The placement report indicates their particular skills and experience – yours may be similar or completely different – your own placement will make best use of **your** experience and skills. Every volunteer is different – in what they give and what they gain. Reports from previous volunteers serve to give you as good a picture as possible about the project. If you have any questions about any of the detail in this report please do not hesitate to contact me at dianne@travel-peopleandplaces.co.uk

Report for People and Places

Jane Booty e-volunteer Education for All, May 2024

- **What was your motivation for volunteering?**

My previous volunteering with EFA has been very satisfying and enjoyable so I wanted to continue. Additionally I want to use the skills I have gained through training and experience to support the English language provision for the girls.

- **Placement dates and project**

Online Feb - May 2024 Morocco, Education for All

- **Your experience and work – including what resources you may have left behind and with whom – please attach copies of any written resources you may have left behind, and let us know of any others.**

I try to concentrate on practicing and developing speaking and listening skills, but will give homework involving reading and writing.

I use video clips from the BBC News and also the British Council Teach English website.

I use the girls' lives as a starting point - family members, what they enjoy at school, how they like to spend their leisure time.

I pick up on topical events such as Ramadan and incorporate into the session.

I use a lot of questioning, both of them individually and them of me.

I use the activities accompanying the British Council video and audio if appropriate and the

1 Naboth's Nursery, Canterbury Road, Faversham, Kent ME13 8AX
tel +44 (0) 8700 460 479 | email info@travel-peopleandplaces.co.uk

www.travel-peopleandplaces.co.uk

girls seem to enjoy these. I try to choose topics that girls their age will find of interest - e.g. 3 sisters dancing, giant cookie making.

I used the chatbot feature for vocabulary and the girls used it too when I hadn't understood their pronunciation. This worked best when there was more than one keyboard between 8!



- **successes, disappointments and challenges of your placement**

Initially I had 8 girls all using one laptop which wasn't ideal but we coped. It was easier once they had more screens although I then could get confused with who was sat next to who. I hope they all gained confidence during the placement - some more than others I think. I had two age groups within one - there were a few who were more competent and I had to stop them from answering and encourage the quieter ones.

It could also be a challenge on occasion to hear the person I wanted to hear as the others would try to help and answer for them.

I found it quite challenging to get the girls to work together in pairs and the housemothers struggled to understand what I was asking them to do too. It worked occasionally but asking individually worked best, although I worried then that the others could get restless and bored - this was when it could get noisy.

(Note from people and places: Jane was one of our first e-volunteers at the temporary EFA houses in Chwiter, which the girls had to move to following the earthquake in September 2023. E-volunteering started as soon as the new houses were connected to the Internet but initially there was a shortage of laptops as so much equipment had been destroyed in the earthquake. The house-mothers worked on a rota basis in the new houses and for some of them this was their first experience of working with e-volunteers. They were keen to give as many girls as possible the

opportunity to join in the e-volunteer sessions as they were feeling quite isolated in their new surroundings – perhaps too many girls at a time as Jane experienced!)

- **what was the highlight of your volunteer experience?**

The video of the girls singing happy birthday on my birthday!

- **would you recommend volunteering to other people or not? please tell us why**

I thoroughly enjoy meeting the girls and the housemothers. They are always so pleased to see you and keen to complete the homework I like to set. It's a great way to get an insight into how people live in that part of the world, how the culture differs and also the similarities between us.

Additional report May 2025

Placement dates and project

Online November 2024 - May 2025

The difference between last year's sessions and this year's has been mainly associated with the technology failings, although we did still manage to do the first 12 sessions and the second 6, but for future sessions it would be useful for volunteers to be aware that there were potential issues. One of the last sessions was tricky as the internet kept cutting out which clearly wasn't anything to do with Khadija's skills.

(Note from people and places: Jane did a full 12 week online placement with one group of girls – when this finished in March she offered to continue for the rest of the school year, to widen the opportunity to more girls. She was working with a housemother, Khadija, who is not as experienced with technology as the housemother she has worked with in previous years – a steep learning curve for Khadija but one she embraced with enthusiasm!)

The other difference has been the homework which hasn't always been completed whereas it always was last year. I think this was a mixture of the girls not fully understanding what I was asking and Khadija maybe not following up with them, although I did send instructions.

The first sessions were interrupted by the timetable changing so I had a completely new set of girls for the third week. This hadn't happened before.

I had 5 girls for the first 12 weeks and that worked well number wise, but only 2 for the second which meant they had more intensive teaching, but I prefer to have more as its more fun for them I think. They learn from each other when there are more and can potentially practice outside the session.

These 2 were also very distracted by the "hidden" other girls in the room, who I understand were the girls from the first sessions.

I found it easiest to share British Council videos and use the suggested associated activities when working with just the 2 as the others couldn't then see the screen so were less likely to be distracting. I also used audios but these were less successful.

As before I found the chat box very useful to present and explain vocabulary and once the girls know how to use it they seem to benefit too as they can write the words that I'm struggling to understand. Occasionally the use of French is useful.

I didn't really introduce anything different teaching wise to what I usually do. I focussed a bit on Ramadan and International Women's Day as they were dates during the sessions.

It might be useful to know what the girls are learning in their English classes at school to try to compliment.

(note from people and places: this is a valid point but is not something EFA wish to encourage – volunteers are working to support the girls and house-mothers, but not in conjunction with the schools, and it is important that we in no way undermine the work the girls do at school or cause confusion with their schoolwork)

Please note – this report is supplied by a former volunteer and the contents are intended solely for your information and personal use. *people and places* has permission to publish this information to you as a future volunteer.

Please check with us if you would like to publish it beyond your own circle of friends and family. Thank you.