

**SUPPORT PLAN FOR WORK OF VOLUNTEERS AT GRACE HOUSE COMMUNITY CENTRE, CAMBODIA 2018-2019**

This plan describes ways in which volunteers can help this project to develop their aims and goals.

Comments are based on the work of volunteers during the period up to December 2017, and are derived from questionnaires completed by the projects and reports written by the volunteers. New aims and actions, if any, are shown in green and these have been identified from requests made by the projects or have arisen from the work done by volunteers. Any completed aims or actions are shown in blue.

AIMS	ACTIONS AND COMMENTS
<p>1. To help develop the range of activities offered to children at Grace House Community Centre</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate skills and experience could help to develop play-based activities for the early years' class. <i>Some volunteers have made a start on this, demonstrating activities based on games, physical movement activities, singing and music, and literacy. One volunteer has separated the library resources into specific areas for the early years classes to ensure these children area accessing books appropriate to their development levels</i></li> <li>• In supporting the Khmer teachers in their teaching of English, volunteers can add to the range of songs, games etc used to support the acquisition of language, and help to devise activities to help the children's use conversational English</li> <li>• Volunteers have planned and taught the topic lesson as per the GHCC General Education Curriculum, making use of their individual expertise – one volunteer made use of her skills in art to develop art projects with the children while another used her science expertise to develop a range of simple science experiments. Future volunteers can help to develop this programme further using their own skills and experience. In particular GHCC would like to develop further ideas for activities focused on arts, crafts, music and sport. <i>GHCC has also done some professional development with teachers around different learning styles/experiential learning, so volunteers with knowledge and skills in understanding different theories and approaches to learning would be advantageous.</i></li> </ul>

## people and places: responsible volunteering

	<ul style="list-style-type: none"> <li>• All volunteers complete weekly lesson planning sheets, briefly outlining the weeks' teaching, resources and outcomes, and these are filed for future volunteers' reference and to avoid repetition. One volunteer wrote up her science experiments so that they could be used by Grace House staff and other volunteers. Future volunteers should continue to help build up a stock of resources for teaching the topic element of the General Curriculum.</li> <li>• Physiotherapists, speech therapists and occupational therapists could work alongside local staff in the Day Centre for Children with Special Needs, helping to develop a range of exercises and activities appropriate to each child's needs.</li> <li>• <b>Volunteers with appropriate skills have helped to deliver the vocational course. One volunteer used his expertise to help young adults recently trained in electrical and woodworking skills to fit out their workshop for a recently established social enterprise. However the vocational curriculum is no longer offered at GHCC.</b></li> </ul>
<p>2. To help develop the skills and expertise of staff at GHCC</p>	<ul style="list-style-type: none"> <li>• Volunteers have supported the Khmer teachers in their teaching of English by providing in-class support as requested but not by teaching the lessons themselves, and in this way have contributed to the language and skills development of the Khmer teachers. For example they have helped with pronunciation and grammar, helped slower learners and listened to children read. Questionnaires frequently mention how helpful this has been in demonstrating different teaching methods, ways to use resources, classroom management techniques etc. Future volunteers who have relevant teaching experience should continue with this practice.</li> <li>• Volunteers with experience of teaching children with special educational needs would be welcomed by Grace House, working with children with moderate / severe disabilities in a special needs setting.</li> <li>• Physiotherapists, speech therapists and occupation therapists working with children in the day care centre and small group home for children with special needs could begin to train staff in the use of appropriate therapies so that they can provide ongoing treatment for the children as required.</li> </ul>

## people and places: responsible volunteering

	<ul style="list-style-type: none"> <li>• Volunteers working in the early years' class could help the teacher develop an emergent curriculum based on children's interests which develops the identified skills (gross motor, fine motor, sensory, artistic and sporting – she would particularly welcome ideas for the latter). So far volunteers have contributed a range of ideas and have made suggestions as to how the curriculum could be structured and resources collected for use in future years. One volunteer suggested the addition of literacy as a new skill, and showed the teacher how to assess what children have learned. Future volunteers could continue to reinforce these ideas.</li> <li>• Volunteers with appropriate skills could help to build the capacity of the Grace House administrative staff. One volunteer helped Grace House admin staff update their student records by showing them how to create a database of student/family files.</li> <li>• Volunteers with appropriate skills could help to build the capacity of the Grace House administrative staff. Volunteers could assist GHCC in providing training to other members of GHCC or other NGO staff.</li> </ul>
<p>3. To help to develop the work done by Grace House within the community</p>	<ul style="list-style-type: none"> <li>• This is not an area on which volunteers have focused so far but Grace House would welcome support from qualified social workers with practice management experience.</li> <li>• GHCC has a new initiative working with the elderly in the community, and therapists with the right experience could help to extend the range of exercises offered</li> <li>• Part volunteers have suggested assisting with parenting classes in the community however, due to cultural differences and language barriers, this is no longer relevant.</li> <li>• Volunteers with appropriate skills and experience could work with local staff to address the health and first aid needs of the families supported by GHCC and any families with whom the commune officials request GHCC's involvement. This is was not needed this year as we have there was a volunteer doctor at GHCC. But this is no longer deemed relevant as GHCC's focus has shifted to assisting families with improved access to current health care resources, rather than providing any health service through GHCC.</li> </ul>

## people and places: responsible volunteering

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Volunteers could work alongside GHCC staff to provide Health Education workshops.</li></ul> |
|--|---|

Reviewed December 2017