

people and places: responsible volunteering

SUPPORT PLAN FOR WORK OF VOLUNTEERS WORKING WITH DISADVANTAGED YOUNG PEOPLE IN SAINT LUCIA, 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 in 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 either 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
<p>1. To work with the instructors at one of the organisations / initiatives set up to support young people at risk, in a specific area of the curriculum or aspect of their training, helping them to develop strategies which will help the trainees to succeed.</p>	<ul style="list-style-type: none"> • Volunteers may provide support in working with trainees who struggle with literacy and numeracy, giving them one-to-one support and also suggesting strategies that instructors can use on a long-term basis to engage these trainees and help them to access the work. One volunteer worked at a C.A.R.E centre with a new group of students with special educational needs, helping staff to adapt their teaching to meet individual needs. Another worked at the Court Diversion Programme, developing literacy and numeracy skills with the young people there, many of who have dropped out of school. A further volunteer worked with an ADP group assisting students weak in literacy and numeracy, in particular providing one-to-one support for students unable to read. • Volunteers may provide help on areas of the ADP programme relevant to their skills and experience (e.g. arts and crafts, sport), working with individual trainees and small groups to support the instructors. • Volunteers may work on life skills courses appropriate to the institution where they are placed. One volunteer who worked at Upton Gardens Girls Centre developed a series of sessions which encompassed issues such as self-empowerment, setting personal goals and

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	<p>career guidance. Another volunteer developed a series of activities to develop communication skills which was delivered to all the skills groups.</p> <ul style="list-style-type: none"> • Volunteers with appropriate skills and experience could work with an instructor on one of the skills courses (e.g. carpentry, electrical, catering, office skills), helping the trainees develop their skills and expertise and encouraging ideas of entrepreneurship. • Volunteers with experience of business development could help young people develop skills to help them achieve success in business initiatives, for example helping them with business planning, marketing and communications, or finances. One volunteer designed and delivered an introductory course on business management which she later expanded into a full course on entrepreneurship.
<p>2. To provide teacher training in areas where staff have identified a need.</p>	<ul style="list-style-type: none"> • If appropriate, volunteers could provide training for the instructors in areas where they feel they need professional development, e.g. teaching people with dyslexia; working with young people with special educational needs; producing portfolios for accredited courses; curriculum development. One volunteer ran a workshop for staff to identify key strategies for students with different types of needs e.g. autism, learning disabilities. Another ran a workshop on First Aid. Two volunteers have identified that IT training for staff would be useful. • At the request of C.A.R.E. management, one volunteer prepared and delivered a training course for all Centre Coordinators and Trainers on the topic of 'Change Leadership'. • By working alongside instructors on the ADP course, volunteers could demonstrate alternative strategies for working with the trainees, such as the use of differentiated materials; focusing on different learning styles; self and peer assessment.

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	<ul style="list-style-type: none"> • A volunteer with appropriate experience in counselling could work with instructors to provide support to individual trainees and to pass on techniques and approaches which instructors could use in the future. • Volunteers with knowledge and experience of organic farming methods could help develop the capacity of SSF staff as they establish training programmes on the organic farm.
<p>3. To work with coordinators and administrative staff to develop efficient and effective procedures</p>	<ul style="list-style-type: none"> • Volunteers with relevant experience in working with slow learners and children with special educational needs could help instructors to assess the trainees in their care, identifying their individual needs and helping to write I.E.P.s for them. • Volunteers could help to create a more effective and digitised system for storing information about the trainees which can be easily accessed by all centres and instructors. One volunteer has helped to update C.A.R.E.'s Employee Handbook, an administrative requirement necessary for them to become accredited. Another has completed an assessment of C.A.R.E.'s existing programmes as delivered at each of their five centres. • One volunteer suggested the formation of a youth council to give students greater ownership of the course and centre – preliminary discussions with students suggested this would be welcomed. Some type of Youth Council/Club has now been set up in each district/community. • At the request of C.A.R.E. management, a volunteer prepared a Skills Programme Sustainability Policy document which would commercialise the skills training programme, which is to be presented to the Board of Directors for approval.