

## SUPPORT PLAN FOR WORK OF VOLUNTEERS AT TREAK COMMUNITY CENTRE, CAMBODIA 2026

This plan describes ways in which volunteers can help this project to develop their aims and goals and gives examples of ways in which volunteers have contributed in the past.

Comments are based on the work of volunteers during the period up to December 2025 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	WORK DONE TOWARDS THESE GOALS
1. To support the Headteacher and staff in the <b>educational</b> work of the school, volunteering online and/or in situ. This includes helping to develop the range of activities offered to children and helping to develop the skills and expertise of the teaching staff at Treak Community Centre.	<ul style="list-style-type: none"> <li>Volunteers could support the Cambodian teachers in the early years class by providing in-class support as requested with lessons, games and playtime supervision, thereby helping to ensure the children experience a wide range of activities, such as singing and physical exercise, to help them learn through play. Through working with the early years class, volunteers with the relevant knowledge could help the teachers focus on activities to help the children develop key skills such as gross and fine motor skills and sensory awareness.</li> <li>Volunteers could support the Cambodian teachers in their teaching of English by providing in-class support as requested following the curriculum and lesson plans. In supporting the Cambodian teachers, 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 use conversational English. This can be done by in-country volunteers and by e-volunteers working with Treak staff to create online activities. Through in-class support in English lessons, volunteers can contribute to the language and skills</li> </ul>	<ul style="list-style-type: none"> <li>A volunteer has given some ideas for learning through play and has helped produce resources and teaching materials; another volunteer demonstrated how to teach the letters of the alphabet through games and activities rather than writing. She also came up with ideas to create resources using locally available materials that did not cost money to buy. Another volunteer helped teachers organise the primary teaching materials to make them easier to access.</li> <li>Volunteers have organised PE and games sessions to help encourage a healthy lifestyle and give the children enjoyable activities to do. <b>In 2025 a volunteer's placement was solely devoted to the development of a sports programme for Treak – he helped identify possible games and sports, prepared instructions and videos for warm-up activities, organised and led sports sessions for each class, and helped devise a schedule which will bring sport into the formal curriculum. He</b></li> </ul>

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	<p>development of the Cambodian teachers, for example by helping them with pronunciation and grammar. They could continue to help to expand the Cambodian teachers' awareness of possible teaching methods and strategies through working alongside them in the classroom and through joint lesson planning.</p> <ul style="list-style-type: none"> <li>• Volunteers with appropriate skills could support the Cambodian teachers in the use of IT to support the learning of English. The school is keen to increase the usage of computers when learning English and volunteers could help by identifying online websites and other resources, running workshops to train teachers, and/or assisting the teachers to implement English lessons in the classroom using a computer. Teaching Internet safety could be an important addition here.</li> <li>• A volunteer with skills in IT could help the teachers reintroduce Computers, both as a discrete subject on the timetable and as a means of doing research in the library.</li> <li>• Volunteers could support the Cambodian teachers in the library by providing in-class support as requested with research, educational games, reading with children, listening to children read, helping them with correct pronunciation, and helping with handicrafts. Volunteers could listen to children read online.</li> <li>• Volunteers could help to run art or drama classes or provide coaching in sport, thereby adding to the children's enjoyment and experience of ways of learning.</li> </ul>	<p>also led a teachers' workshop on the importance of sport.</p> <ul style="list-style-type: none"> <li>• One volunteer helped out in English classes by taking small groups for conversation practice, and various volunteers have pointed out the benefits for the children in hearing English spoken by a native English speaker. Another volunteer focused on teaching English through listening and speaking rather than reading and writing</li> <li>• Another volunteer took small groups of children and used Jolly phonics to help them with their English, and produced flashcards and pictures to support this method of teaching in the future.</li> <li>• Two volunteers helped to develop the school's literacy programme, organising various games and activities based around use of the library and enjoyment of reading. One of them organised a Reading Fair Day. An e-volunteer listened every week to children read, helping them with pronunciation and comprehension</li> <li>• One volunteer provided in-class support and helped to develop the IT curriculum; he also introduced students in the library to e-books and audiobooks.</li> <li>• Some volunteers have done various art and craft activities which the children enjoyed - one volunteer, with the help of a local teacher, helped the children to make puppets to re-enact a story from the library and</li> </ul>
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	<ul style="list-style-type: none"> <li>• Volunteers could read stories or demonstrate craft activities on video, to be used by teachers at Treak Community Centre as part of their online teaching programme or in their classes at the Centre.</li> <li>• Volunteers with appropriate expertise could help to expand the General Studies/Morality &amp; Citizenship curriculum, introducing activities to deliver traditional school subjects such as Science and Geography in a non-traditional, cross-curricular and interactive way, for example teaching Science through the use of the garden. A curriculum has been developed but teachers would welcome ideas on how to teach some of the topics. The school would particularly welcome the help of a Science teacher to help them develop the expertise of the teachers in this area of the curriculum.</li> <li>• Volunteers could help to research available online resources linked to courses taught at TCC, liaising with the Principal or class teacher to make sure materials are relevant and at an appropriate level</li> <li>• Volunteers could share their life experience with our young adult students about family, jobs, studies...</li> <li>• Volunteers with appropriate experience could run workshops for the staff on various aspects of teaching and learning, or of the curriculum. Many staff are still completing their own education and have had little formal teacher training. <b>For example, they would welcome training on how to teach mixed</b></li> </ul>	<p>another left instructions for teachers to make their own puppets. A number of volunteers sent stories while the Centre's teaching went online during the pandemic.</p> <ul style="list-style-type: none"> <li>• During 2020 some volunteers researched resources available online which provided a useful starting point for online classes during the early stages of the pandemic.</li> <li>• One volunteer used her artistic skills to paint murals which can be used as educational resources as well as encouraging the children's artistic skills.</li> <li>• Two volunteers ran yoga classes, linking this to English learning by basing the yoga activities around a story.</li> <li>• One volunteer developed some basic lesson plans and resources for Geography lessons. Others planted seeds with the children and linked this both to Science lessons and to teaching on healthy living (hand-washing and nutrition). Another volunteer developed resources for teaching Geography and History topics (deserts and Ancient Egypt). A further volunteer used his expertise in Science and Engineering to produce electronic and practical resources for use in the evening classes. He also worked with a local teacher to produce a scale model of the school, used to encourage interest in geography and mapping as well as in model-making.</li> <li>• An e-volunteer with experience of running Science, Technology and Engineering clubs linked up with</li> </ul>
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ability classes, and further training on behaviour and classroom management.

- Volunteers with appropriate skills could hold regular online meetings with specified members of staff, working one-to-one with them to mentor them in various aspects of their work.
- If requested, volunteers with appropriate knowledge and experience could continue to help the head-teacher with curriculum development.
- A volunteer could help the Headteacher develop the staff appraisal system
- If required, volunteers with appropriate skills could help build the capacity of the staff's administrative skills.

teachers and online classes at TCC to demonstrate various practical activities and simple Science experiments. He followed this up with an in-country placement where he provided further teacher training in Science teaching and started a Science club. Another volunteer also ran a weekly Science club during her placement.

- A volunteer developed resources for the Morality and Citizenship programme on the topics of personal hygiene and healthy living which are now available for all teachers to use. Another volunteer helped to develop the teaching of this subject by planning and teaching lessons alongside the class teacher
- Several volunteers have been able to show inexperienced Cambodian teachers useful strategies for classroom management. One volunteer ran training session on teaching English through Jolly phonics and prepared training materials for various other aspects of teaching and learning. Another volunteer worked alongside a newly appointed untrained teacher and was able to help her with various strategies for teaching, including planning, assessing, classroom management and simple differentiation.
- Volunteers have run workshops on autism and anger management
- A long-term volunteer focused on training teachers to use phonics as a method of teaching children to read –

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		<p>she provided resources including songs and flashcards, ran staff training sessions and provided in-class training. <b>Some of the newer staff would welcome further help with this.</b></p> <ul style="list-style-type: none"><li>• One volunteer began to show teachers strategies for formative assessment of the pupils, followed up by another volunteer who ran a workshop on assessment for learning.</li><li>• Another volunteer ran coaching sessions for the newly appointed head-teacher on time management and team management, at his request, and there is scope for future volunteers to provide ongoing professional development. An e-volunteer provided weekly mentoring sessions for the new deputy head, discussing teaching techniques and whole school management issues</li><li>• An e-volunteer worked closely with the head-teacher and deputy head-teacher on whole school management issues and curriculum development, holding weekly meetings with him and exchanging relevant documentation. He followed this up with an in-country placement, acting as an advisor and providing guidance on management of staff, time management including prioritisation and delegation, and pupil management including creation of a school code of conduct. <b>Two years later this volunteer returned to provide similar guidance to the new headteacher – he helped her conduct staff appraisals and introduced self-assessment</b></li></ul>
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		<p>forms, worked with her on a variety of leadership and management skills, and provided a number of staff training sessions on topics such as effective teaching strategies and the importance of teamwork. He helped to devise a staff handbook. He also helped to set up a link with a primary school in the UK.</p> <ul style="list-style-type: none"> <li>• One volunteer has provided a lot of help and guidance in the development of a PSHE/Morality and Citizenship programme.</li> <li>• A volunteer led a discussion session on what makes an effective school assembly</li> <li>• One volunteer spent some time showing teachers how to organise, collate and catalogue teaching materials to make them more accessible. Another helped administrative staff develop systems for managing attendance and stationery supplies.</li> <li>• A volunteer provided training for the staff in personal financial management.</li> </ul>
<p>2. To support the CEO and team at Treak Creations (a new social <b>business</b> initiative to create employment for the Treak villagers and generate income for Treak Community Centre).</p>	<ul style="list-style-type: none"> <li>• Volunteers could help to develop the skills and expertise of staff working on the Treak Creations Initiative, which is initially focusing on sewing and cooking</li> <li>• Volunteers with appropriate skills could help to build the capacity of the CEO in areas such as planning, delegation, recording and reporting, self-presentation (mentoring), business presentations, ranging from how to write a</li> </ul>	<ul style="list-style-type: none"> <li>• One volunteer helped to create a sales area for the products in the school's reception area.</li> <li>• One volunteer has started the process of setting up a Friends programme to help generate sustainable funding for Treak</li> </ul>

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Treak Creations opened a shop at the end of March 2025 to help improve the visibility of the enterprise.

successful presentation to attending and participating in a business meeting

- Volunteers could help to teach the language of business, including language required for business meetings and for marketing
- A volunteer could focus on Business Planning for management and funding applications, continuing the work started by a previous volunteer
- Volunteers could help with new ideas for ways of selling that do not involve sending goods abroad – e.g. selling tickets for an online cookery class, sponsoring the making of school uniforms or stationery packs etc
- Volunteers with the appropriate skills could work with the team on
  - market research
  - website design and maintenance
  - web presence in directories and selling platforms
  - social media, continuing work started by a previous volunteer
  - styles and fabrics
  - promotion eg posters - sales cabinets at local hotels, press releases promoting to bloggers and press and guide books
  - promotion to tour guides
  - order and despatch management system etc
  - product design
  - [costings and pricing](#)

- A volunteer set up a fund-raising page for the annual Treak Trek, a sponsored bike ride round Cambodia. Another set up a fund-raising page to raise money for Treak Creations.
- A volunteer conducted some training for admin staff in the use of social media and another helped set up Instagram and Facebook as marketing tools for Treak Creations. [A further volunteer showed them how to use more creative ways of using social media, including the use of photos and videos.](#)
- A volunteer started some training on costings and pricing, and on maintaining simple accounts.
- [A volunteer worked with local staff on stock taking and producing a stock list. She also produced illustrated pricing list and promotional labelling and posters.](#)
- A volunteer made a start in building a website for Treak Creations to act as a showcase for the sewing products and provided some training on how to upload information and update the site.
- Several volunteers have helped with market research, identifying potential outlets who could promote the business and carry stock.

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|  | <ul style="list-style-type: none"><li>○ maintaining simple accounts eg cash book and petty cash management</li><li>○ managing out-workers</li><li>○ stock control</li><li>○ photography training</li></ul> <ul style="list-style-type: none"><li>● Volunteers with appropriate business skills could work alongside the management team at TCC to plan and promote fundraising initiatives which are not dependent on tourism.</li></ul> | <ul style="list-style-type: none"><li>● One volunteer worked on a staff skills assessment and helped to draw up job descriptions for the people who work at Treak Creations</li><li>● One volunteer who whose placement coincided with the launch of the shop helped staff plan for the launch by training them in the Kanban visual system for allocating and managing tasks</li><li>● She also ran a training session in selling to non-Cambodians, conducted photo shoots for the shop and produced a requirements catalogue for the shop</li><li>● A volunteer designed a questionnaire for use when meeting potential business customers</li></ul> |
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<p>3. To provide support for <b>health and social care</b> initiatives, working online and/or in situ</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate skills could provide training for teachers at Treak to help them keep their pupils safe and understand more about holistic child development.</li> <li>• Volunteers with appropriate skills could help to develop the health and hygiene programme including design of workshops and awareness sessions for parents and community leaders, working alongside local staff to ensure cultural appropriateness.</li> <li>• Volunteers with appropriate skills could focus on first aid, providing training for teachers and ensuring the school's first aid supplies are kept up to date</li> <li>• Volunteers with expertise in nutrition could help local staff to raise awareness of issues of health and nutrition through practical demonstrations and workshops</li> <li>• A volunteer could help develop ideas to support the health and well-being of all people who attend and work there</li> <li>• Volunteers with expertise in drug and/or alcohol abuse could help to provide education on these issues to teachers and the local community</li> <li>• Volunteers such as sports therapists will make suggestions to the person they are working alongside for new exercises and</li> </ul>	<ul style="list-style-type: none"> <li>• One volunteer reviewed health and safety provisions at Treak, set up a first aid post, wrote a first aid manual and trained a member of staff. A further volunteer developed a health and safety framework with strategies for creating a safer environment.</li> <li>• Another volunteer updated the first aid kit, created simple kits for each classroom and provided staff training in how to use them. In a second placement as an e-volunteer she provided useful information for both teachers and students on Covid-safety, including basic teaching about viruses to help them understand why safety measures were in place during the pandemic.</li> <li>• An e-volunteer used her paediatric skills to lead online training sessions on various aspects of child development</li> <li>• An in-country volunteer helped run a workshop on first aid which reinforced training provided by an e-volunteer in online classes. A further in-country volunteer updated this training, including an emphasis on emotional first aid.</li> <li>• A volunteer helped to restart the school's handwashing programme, following the pandemic.</li> </ul>

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	<p>treatments linked to overall child health and development/community health if and when appropriate.</p>	<ul style="list-style-type: none"> <li>• A volunteer ran puberty workshops for the older children and made sure sanitary products were available in school and there was a suitable system for disposal in place.</li> <li>• Several volunteers have worked on strategies to promote healthy eating including snacks available in the school tuck shop. One volunteer introduced a rewards system to encourage the children to choose healthy snacks.</li> <li>• An e-volunteer has begun work with the head-teacher to develop a programme for staff well-being</li> </ul>
<p>4. To help to develop the work done by TCC to support the <b>community</b>, working online and/or in situ</p>	<ul style="list-style-type: none"> <li>• A volunteer could help the Headteacher develop ideas for ways of involving parents in their children's education</li> <li>• Volunteers with appropriate skills could help to develop other outreach programmes in the village.</li> <li>• Volunteers with appropriate skills could work alongside the TCC staff and local people in the community garden with everyday garden tasks, construction of garden structures such as paths and frames, help with environmentally friendly and sustainable horticultural practices.</li> <li>• Volunteers with appropriate skills could work alongside the TCC staff and local people on building the new school and other structures in the community. Tasks will include basic woodworking, building walls, laying paths, building fences, landscaping and painting. TCC would like volunteers who</li> </ul>	<ul style="list-style-type: none"> <li>• A recent volunteer led a workshop for parents in how to help your child read. A further volunteer followed up on this, showing parents various strategies to help children with their reading and emphasising the importance of reading together.</li> <li>• One volunteer used her social work experience to help staff explore ways of improving support to children and young people from poor and underprivileged backgrounds, focusing on the impact of inadequate housing and the link between food and health. She produced a booklet listing common foods available locally with prices and nutritional values, and delivered a workshop on food and nutrition</li> </ul>

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	<p>could bring recycling and environmental engineering skills to help develop techniques for processing waste plastic.</p>	<ul style="list-style-type: none"><li>• A volunteer created information leaflets for parents on common illnesses in children and how to recognise them.</li><li>• A volunteer ran a parents workshop on healthy eating and the importance of health and hygiene.</li><li>• One volunteer helped to construct a raised bed vegetable garden and developed a horticultural cropping programme which included teaching about germination techniques which can in turn be passed on to the local community. TCC would like volunteers to continue to develop this work, in particular to develop the supply chain of locally grown food to the tourist market in town.</li><li>• One volunteer attempted to use his engineering skills to develop a technique to process waste plastic, though he was not satisfied with his results – however he did produce written reports on how this might be developed in future.</li><li>• A volunteer with a background in engineering worked with local builders to build a section of road reinforced with bamboo, and produced drawings for a new kitchen, shower block and playground.</li><li>• A group of volunteers worked with local builders to create and decorate a children's playground</li></ul>
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Reviewed December 2025