

## SUPPORT PLAN FOR WORK OF VOLUNTEERS AT TREAK COMMUNITY CENTRE, CAMBODIA 2022-2023

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 2021, 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 work remotely with the Principal and staff at Treak Community Centre to provide ongoing support</p>	<ul style="list-style-type: none"> <li>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. <b>One e-volunteer worked closely with the head-teacher of Treak on whole school management issues and curriculum development, holding weekly meetings with him and exchanging relevant documentation. Another e-volunteer with medical skills ran online training sessions on first aid, Covid safety measures and child development.</b></li> <li>Volunteers with appropriate skills could log into online lessons, working alongside the class teacher to teach a class. <b>An e-volunteer with experience of running Science, Technology and Engineering clubs linked up with teachers and online classes at TCC to demonstrate various practical activities and simple Science experiments. Another e-volunteer joined online classes to demonstrate Covid-safety procedures.</b></li> <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. <b>A number of volunteers sent stories while the Centre's teaching went online during the pandemic.</b></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 – <b>this provided a useful basis for online classes during the early stages of the pandemic.</b></li> </ul>

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	<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 – <b>one volunteer set up a fund-raising page for the annual Treak Trek, a sponsored bike ride round Cambodia.</b></li> </ul>
2. To help develop the range of activities offered to children at Treak Community Centre	<ul style="list-style-type: none"> <li>Volunteers could support the Cambodian teachers in the nursery 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. A recent volunteer has given some ideas for learning through play and has helped produce resources and teaching materials; future volunteers could continue to develop this.</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. 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. <b>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.</b></li> <li><b>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.</b> 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. Teaching Internet safety could be an important addition here.</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. Some volunteers have done various art and craft activities which</li> </ul>

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	<p>the children enjoyed; future volunteers could continue with this – <b>one volunteer, with the help of a local teacher, helped the children to make puppets to re-enact a story from the library.</b></p> <ul style="list-style-type: none"> <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. Two volunteers ran yoga classes, linking this to English learning by basing the yoga activities around a story.</li> <li>• Volunteers with appropriate expertise could help to expand the General Studies 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. Other possible topics might include 'recycling' and 'how to stay safe'. 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). <b>Another volunteer developed resources for teaching Geography and History topics (deserts and Ancient Egypt).</b> 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 – TCC would welcome further volunteers who could introduce this type of activity, <b>and the STEM activities demonstrated online by an e-volunteer have provided lots of ideas for development.</b></li> </ul>
3. To help develop the skills and expertise of staff at Treak Community Centre	<ul style="list-style-type: none"> <li>• Through in-class support in English lessons, volunteers can contribute to the language and skills development of the Cambodian teachers, for example by helping them with pronunciation and grammar.</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. Several volunteers have been able to show inexperienced Cambodian teachers useful strategies for classroom management. <b>One volunteer ran training session on teaching English through Jolly phonics and prepared training materials for various others aspects of teaching and learning.</b> One area which TCC is keen to develop is protocols for child assessment. One volunteer began to show teachers strategies for formative assessment of the pupils and this is an area which future volunteers with appropriate experience could develop further. Another volunteer ran coaching sessions for the newly appointed head-teacher on time</li> </ul>

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management and team management, at his request, and there is scope for future volunteers to provide ongoing professional development. *An e-volunteer worked closely with the head-teacher and deputy head-teacher while TCC was closed during the pandemic to provide training on a range of issues.*

- Through working with the nursery 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.
- Volunteers 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. For example, one volunteer helped the teacher find new ways to develop students' listening skills. Volunteers with relevant teaching experience could help train staff on how to produce learning materials catering for different learning styles and different ability levels – one volunteer made a start on this, focusing in particular on activities to challenge the most able.
- If requested, volunteers with appropriate knowledge and experience could continue to help the head-teacher to develop the new General Studies curriculum by making suggestions for possible topics and activities to include. *One volunteer has provided a lot of help and guidance in the development of a PSHE programme.*
- If required, volunteers with appropriate skills could help build the capacity of the staff's administrative skills. 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.
- Volunteers with experience in business and marketing could help TCC with fund-raising and proposal writing, developing business plans to help them achieve their goal of becoming self-sufficient through the programmes offered at their community vocational skills centre, *and assist with product development, publicity and marketing.* One volunteer has started the process of setting up a Friends programme to help generate sustainable funding for Treak and a further volunteer with fund-raising experience could carry this forward. The same volunteer conducted some training for admin staff in the use of social media.

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<p>4. To provide support for health and social care initiatives</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. 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, and future volunteers could continue staff training in the areas of first aid and health and safety. <b>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.</b></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. One volunteer helped run a workshop on first aid, <b>and this was reinforced by an e-volunteer in online classes.</b></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>• 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 treatments linked to overall child health and development/community health if and when appropriate.</li> </ul>
<p>5. To help to develop the work done by TCC to support the community</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate skills could help to develop other outreach programmes in the village. 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 - further volunteers could help to</li> </ul>

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develop the nutrition programme. In future volunteers will be able to assist staff in the newly built kitchen in areas such as menu planning, budgeting, portion planning, kitchen hygiene and writing recipe books

- 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. 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.
- Volunteers with appropriate business and marketing skills could help with product development, sales and marketing for the newly established social enterprise sewing group. One volunteer has made a start on this, helping to create a sales area for the products in the school's reception area. Future volunteers will be able to help in aspects such as design and pattern cutting.
- 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 woodwork, building walls, laying paths, building fences, landscaping and painting. TCC would like volunteers who could bring recycling and environmental engineering skills to help develop techniques for processing waste plastic. One volunteer attempted to do this, though he was not satisfied with his results – however he did produce written reports on how this might be developed in future.

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