

SUPPORT PLAN FOR WORK OF VOLUNTEERS AT ITTOG 2025

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 in the period up to December 2024, 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 AND COMMENTS	WORK DONE TOWARDS THESE GOALS
<p>1. To work remotely as an e-volunteer with the Head and Chair of ITTOG and identified members of staff to provide ongoing support with the skills-based experiential learning programme</p>	<ul style="list-style-type: none"> • Volunteers could use their skills and experience to help develop course materials for one of the skills-based courses, for example Eco tourism or Performing Arts. • Volunteers could link up online to deliver training in IT • Through Zoom, volunteers with appropriate skills could link up with a class to demonstrate an element of one of the skills-based courses. 	<ul style="list-style-type: none"> • Two volunteers have written modules for the business element of this programme, covering topics such as assertiveness, communication, and business skills. • A volunteer ran a 12 week online course to provide training in all aspects of using Microsoft Office. • A volunteer ran a 12 week course with two ITTOG staff to mentor and support them as they planned and delivered the IT module of the business course.
<p>2. To help students at ITTOG understand how the tourism industry operates</p>	<ul style="list-style-type: none"> • Volunteers could provide first-hand information to students considering employment in the tourism sector through discussion of their own experiences. • Volunteers could deliver lessons to the travel and tourism students on aspects such as the practicalities of working in the tourism industry. 	<ul style="list-style-type: none"> • Some volunteers have talked to students about their jobs to provide personal experiences of working in the tourism industry, both informally and through formal lessons.

people and places: responsible volunteering

	<ul style="list-style-type: none"> • Volunteers with relevant specific subject skills such as IT or areas of expertise such as responsible tourism can use this to enhance students' skills and knowledge. • Volunteers could help to develop the institute's resources by providing case studies about their experiences of the tourist industry which could be used in future years by ITTOG staff. • Volunteers with appropriate experience may be able to provide specialist training in an aspect of the tourist industry, for example IATA certification 	<ul style="list-style-type: none"> • One volunteer used her expertise to provide training in IT which helped the students achieve success in their exams. • One volunteer planned and delivered a lesson for the students on international tourism, focusing on the impact of tourism on heritage sites, and the challenges this provides for those working in the tourism industry. • Some volunteers have left teaching resources they produced at ITTOG. One volunteer produced a training guide for students which they are continuing to use and find very helpful.
<p>3. To help students understand the practicalities of running a business</p>	<ul style="list-style-type: none"> • Volunteers could organise trips for the students to local hotels and tourist attractions to demonstrate the workings of the tourism industry. They would need to use their financial contributions or help the students raise money to fund this. • Volunteers could help students to develop their own business plans for an aspect of the tourism industry. They could deliver lessons on what a good business plan should look like and work with groups of students to help them develop their initial ideas. This activity would also be relevant for the business element of the skills-based experiential learning courses. • Volunteers who come to ITTOG in the second half of the year could work with the young people who have just left 	<ul style="list-style-type: none"> • Some volunteers have helped to review business plans which the students have already produced. • A volunteer held one-to-one interviews with trainees on the business course on initial ideas for their businesses. On a second placement she took part in work experience visits to help mentor and assess progress. • A volunteer helped trainees understand the importance of business planning through a Dragons Den exercise.

people and places: responsible volunteering

	<p>ITTOG and have won funding to establish their own business linked to the tourism sector. They could help to evaluate their plans and present ideas for the establishment and further development of the business. As courses at ITTOG have developed in a different direction, and as there is currently no funding to support the programme, this is not applicable at the moment.</p> <ul style="list-style-type: none"> • Volunteers could help students belonging to the Ecotourism Society of The Gambia with events planning, business skills, social media operations for businesses, book-keeping etc. 	
<p>4. To help ITTOG to evaluate the training they provide</p>	<ul style="list-style-type: none"> • If required, volunteers could help conduct research into courses provided by ITTOG to evaluate the training they provide. 	<ul style="list-style-type: none"> • One volunteer conducted research into the training courses provided by ITTOG for local businesses which are members of ASSET (Association of Small-Scale Enterprises in Tourism), interviewing course participants across the country and collating information from questionnaires.
<p>5. To help build the capacity of the teaching and support staff at ITTOG</p>	<ul style="list-style-type: none"> • Volunteers could work with staff to develop course materials and teaching strategies for their courses. This would be particularly welcomed in the skills-based courses in the areas of Catering, Performing Arts (not currently offered as teachers could not be found to deliver this subject) and Event Planning. • Volunteers with relevant experience could work alongside ITTOG staff to deliver aspects of the skills-based courses, with a particular focus on demonstrating how to use 	<ul style="list-style-type: none"> • A volunteer helped to structure and timetable the business course to ensure it covered the full range of planned content and skills as well as meeting the requirements of the funders. • A volunteer provided in-class support in the first weeks following the launch of the Business course. • A volunteer helped to deliver modules on business leadership, self-esteem and communication, areas where course leaders had asked for guidance.

people and places: responsible volunteering

	<p>experiential teaching methods, for example the use of case studies, role-play and brainstorming.</p> <ul style="list-style-type: none"> • Volunteers could work alongside staff to prepare and deliver training to local businesses. • Volunteers with appropriate technical skills could work alongside the computer technician to provide advice and training in aspects such as maintenance procedures and purchasing new hardware. • Volunteers with experience in the hospitality industry, particularly food and cookery, would be welcomed to improve the capacity of trainers. • A volunteer with expertise could provide training on maintenance and purchasing new hardware. 	
<p>6. To support staff and students in the development of new initiatives in responsible tourism (for example the development of community responsibility strategies).</p>	<ul style="list-style-type: none"> • Volunteers could work alongside students to help them evaluate the potential for responsible tourism within the community. This is an ongoing need. • Volunteers could help students to develop research skills and methods of stakeholder consultation. • Volunteers could help students to devise the strategies necessary to implement new initiatives inclusively and successfully. 	

people and places: responsible volunteering

	<ul style="list-style-type: none"> • Volunteers could work with ITTOG to help in the preparation of curriculum and content manuals in the teaching of the following areas: <ul style="list-style-type: none"> ➤ Eco-tourism and Community based tourism ➤ Principles of Sustainable and Responsible Tourism ➤ Local Economic Development and CBT Destination Management ➤ Mangrove Restoration and Conservation Techniques within coastal zones ➤ Reforestation and the protection of diverse ecosystems ➤ Waste Management Techniques: Recycle, Reuse and Reduce ➤ Sustainable Aquaculture Practices ➤ Healthy local food production and preparations • Volunteers could work alongside local staff in the development of community tourism initiatives such as the Ninki Nanka Trail or the Eco-Centre at Ndemban Tenda. This is an ongoing need as new ideas for community tourism are developed. • Volunteers could work alongside local project leaders with strategic planning for an incubation centre for micro-enterprises within tourism. 	
7. To help ITTOG with fund raising initiatives	<ul style="list-style-type: none"> • Volunteers could help with fund raising activities organised by the Institute. 	