

SUPPORT PLAN FOR WORK OF VOLUNTEERS AT THE E.F.A. BOARDING HOUSES, MOROCCO 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.

The overall educational aim of this project is to help the girls in the boarding houses to achieve the highest level of achievement possible for them, to enable them to progress successfully to the next stage of their education.

Comments are based on the work of volunteers during 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 with EFA, to provide ongoing support for house-mothers and girls</p>	<ul style="list-style-type: none"> • Volunteers could join weekly English conversation sessions on Zoom with the house-mothers from home, helping them to improve their confidence and vocabulary by participating in conversational English. • Volunteers could work online with one or two house-mothers, on a more structured programme of teaching English as a foreign language. • Volunteers could work online with small groups of girls, helping them to improve their English or French. • Volunteers could produce teaching materials for aspects of English or French, to support the girls' studies at school, which could be sent to them remotely 	<ul style="list-style-type: none"> • A group of volunteers very successfully held group conversations with the house-mothers while the houses were closed in the first lockdown caused by the pandemic during 2020, choosing a different topic for discussion each week and providing support for the house-mothers at this most difficult time. • This developed into one-to-one pairings of house-mothers and volunteers - this was done successfully by five e-volunteers during 2020-21 and more during 2022 and 2023, with several returning for second or third placements. As a result the house-mothers all speak English much more fluently, and real friendships have been built between volunteers and house-mothers. • A number of volunteers have worked with groups of up to 6 girls at a time, although many more have listened into lessons, done the homework and taken their turn in front of the computer. Some

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		<p>lessons have focused on formal teaching of English, others have focused on more informal English conversation, depending on volunteer skills.</p> <ul style="list-style-type: none"> • During 2023-24, when volunteers could not travel to Morocco following the earthquake and when the girls were in temporary houses, two volunteers worked with groups of girls online, focusing on helping younger girls start to learn English. • A volunteer worked online with some of the older girls helping them write their CVs. • A volunteer who is a published poet and author has worked with the girls on poetry and short story writing.
<p>2. To provide opportunities for the house mothers to develop their level of conversational English and their confidence in speaking the language</p>	<ul style="list-style-type: none"> • Volunteers could run a series of language workshops for staff from all the boarding houses. • Volunteers should take every opportunity to encourage the house mothers to speak English through casual everyday conversation, particularly those who have had less exposure to the language in the past and who work with the younger girls where English is not so widely spoken. 	<ul style="list-style-type: none"> • Before 2020 a volunteer ran some language sessions which were much appreciated and the house mothers were requesting some further sessions in the future. • Another volunteer provided some private tuition for one of the deputy house-mothers in French and English and a third helped Latifa with vocabulary she could use when replying formally to emails. • Since 2020 e-volunteers have played a big role in developing this aim, both through group conversation sessions in English and through more formal one-to-one teaching of English grammar. All house-mothers now speak English fluently, and this enables them to interact better with visitors to the houses and to participate at a higher level in Trustees meetings. • One volunteer spent an hour each day with the house-mother with the aim of furthering her English, both through formal teaching

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		<p>and by accompanying her in her everyday tasks e.g. shopping in the market.</p>
<p>3. To help the girls develop a higher level of competence, confidence and enjoyment in their learning of French.</p>	<ul style="list-style-type: none"> • All volunteers identified that many of the younger girls need help to bring their French up to the standard expected, and this was also identified as an issue by their house mother. This is largely due to the quality of French teaching in the rural primary schools. Fluent French speakers can help to give the girls confidence and practice in speaking this language. This is the major aim – without fluent oral and written French the girls will not succeed at a higher level of education. • Modern Language specialists could create learning resources and activities for consolidation of grammar and vocabulary. However volunteers should note that they are not taking formal lessons – they work with the girls in their free time, so consolidation of grammar through activities, games and conversation is the preferred approach. • Dictionaries have been bought for all of the houses (French/Arabic and French/English). Volunteers could help to develop and consolidate the girls' dictionary skills. • The writing of European script has been identified by several volunteers as a problem for some girls. Volunteers could help to provide the opportunity every day for the girls to practise writing in the European script (this could be done in French or English). • Volunteers who are non-language specialists could work with the girls on the French books used in the primary 	<ul style="list-style-type: none"> • Volunteers fluent in French have worked with small groups of girls on activities and games to improve their French, focusing on revising previously taught topics, letter writing and conversational French. One volunteer made up word search and card matching games which were very popular. • A folder of activities was produced by one volunteer, designed to consolidate understanding of French grammar and vocabulary and to apply and practise the skills of listening, speaking, reading and writing. The aim of this is to review, repeat and reinforce French which should have been taught in the primary schools, and is based on a review of primary school French books.

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	<p>schools, allowing the girls to teach them French, and in this way helping the girls to gain in confidence and consolidate their understanding of the language. Copies of these books are available at each of the boarding houses.</p>	
<p>4. To help the girls to achieve a good level of conversational English to support their formal learning of English at school.</p>	<ul style="list-style-type: none"> • Volunteers can use a variety of approaches to encourage conversation in English at an appropriate level for the girls in the group. This can be done informally through chatting to them in the evenings, taking them for walks, sharing their meals and playing games with them. • With girls who are learning English at school, conversational work could be based around and develop vocabulary from topics currently being taught in class. Volunteers report that there are some useful English books at the boarding house which can be used to practise basics for beginners. School books can be used to help them with homework. • With younger girls, volunteers should work out activities, e.g. songs and games, to enable girls to learn vocabulary they will encounter near the start of their English course, thereby giving them confidence in their ability in this subject. The house mothers would like volunteers to find and use a variety of reading materials and resources to promote conversational English which might be more interesting and relevant to them than some of the content of their school textbooks. 	<ul style="list-style-type: none"> • E-volunteers have focused their sessions on conversational English, often choosing a different topic to talk about each week. • One in-country volunteer worked with small groups of girls at Asni 2 on activities to supplement their school textbooks and develop work around things they had done. She also devised story-telling games to improve their confidence in spoken English. • Another volunteer identified a common theme of 'Culture' in the English syllabuses for each year group taking the BaccaLaureate exam in English and developed a range of research and presentation activities around this theme. She also developed activities around the theme of 'Inspiring Women' as her placement coincided with celebrations for International Women's Day. • One volunteer successfully combined English and French vocabulary and pronunciation in the games she devised. • A volunteer identified that while English pronunciation was good vocabulary was lacking, and made this her focus, teaching new vocabulary through songs, games and creative work and well as more formal teaching.

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<p>5. To help the house mothers to develop a programme of personal, social and health education</p>	<ul style="list-style-type: none"> • Volunteers able to offer expertise in first aid and health care would be welcomed, both to provide training to girls and house mothers and to set up a programme they can deliver themselves in future. • Volunteers could work with the older girls to develop their learning skills, showing them different ways of learning and helping with exam techniques. • The house mothers would also like volunteer help in encouraging the girls to think more widely about potential careers and life choices, encouraging them to have the confidence to take responsibility for themselves in their future lives. 	<ul style="list-style-type: none"> • An e-volunteer who is a retired paediatrician led question and answer sessions with small groups of girls on personal and emotional development during teenage years. • One volunteer made a start on putting together suggestions for activities which could be used to provide a weekly programme of PSHE for the girls. Her plan was that the programme should include sex education, health education, personal hygiene, careers advice, choices and self-motivation. She also introduced the idea of a self-assessment process, which involved an end-of-term review for each of the girls (also to be carried out in Arabic). Completed self-assessment forms were to be kept in the girls' record files, along with other relevant information which the house mother needs to record. The house mothers now feel competent to ensure they are addressing these issues, creating plenty of opportunities for the girls to discuss issues of this nature in small groups, in a culturally appropriate manner.
<p>6. To help develop a range of extra-curricular activities for the girls</p>	<ul style="list-style-type: none"> • The house mothers are keen to develop a range of enjoyable extra-curricular activities for the girls, to include craft activities, painting, modelling, music and games. Volunteers could help to develop this aim by contributing ideas for new activities and helping to source materials. 	<ul style="list-style-type: none"> • Volunteers have contributed to this aim in various ways – for example one volunteer did some card-making sessions and origami. • One volunteer helped the girls sort out books donated to the boarding houses to help them use the library more easily to read for pleasure. • During 2022 a volunteer spent three months teaching meditation and mindfulness to girls and house-mothers. For girls about to

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		<p>take their exams she taught relaxation and focusing techniques which proved very helpful.</p>
<p>7. To help the girls develop competence and confidence in their use of IT.</p>	<ul style="list-style-type: none"> • Volunteers could work out a structured programme of activities for the girls to enable them to practise keyboard skills, including the opportunity for independent work. The girls could be encouraged to produce as much of their work as possible through the use of IT. • Volunteers could continue to show the girls how to use the Internet for research. The house mothers have plans to introduce communication via Facebook and Skype, and most girls (except the youngest) now have a Facebook page. • Volunteers could use a variety of computer-based activities to encourage enjoyment and enthusiasm for the use of IT, for example the use of an i-pad for activities and games. The girls need training in the appropriate use and care of hardware. • The girls could be encouraged to display neat copies of their work and to take a pride in the work they produce as well as the mark it achieves. 	<ul style="list-style-type: none"> • One volunteer gave all the younger girls the opportunity to write a text in Word, to edit and improve it, adding images and colour where possible, and arranged for these texts to be printed and stuck in their exercise books. • Short stories and poems written with the help of an e-volunteer are being produced as Word documents so they can be sent to her by email. • The pandemic forced Moroccan schools to introduce online learning – the older girls were provided with devices to enable them to access this learning. The introduction of e-volunteering has made the girls experts in using Zoom and similar platforms. Each house now has an email address for the girls, used regularly for sending vocabulary and homework.

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<p>8. To help the house mother to provide a welcoming and supportive environment for the girls</p>	<ul style="list-style-type: none"> • Volunteers should realise the importance of helping to support the girls socially as well as academically. • One house mother highlighted the value of having an experienced, older volunteer, particularly one who had been a housemother herself, as she understood the issues that arose in dealing with teenage girls. Volunteers able to help with strategies for counselling teenage girls would be particularly welcome. 	<ul style="list-style-type: none"> • One volunteer highlighted the fact that the girls needed her not just for academic help but also for company; that they were pleased to have someone new to interact with. • All in-country volunteers have provided some help for the girls in doing their homework. This could include any subject (although most textbooks are in Arabic); for example one volunteer was able to provide a lot of support with Maths.
<p>9. To achieve a good level of co-ordination between the work of successive volunteers ensuring a good level of progression, and to help facilitate good communication between the house mothers and EFA</p>	<ul style="list-style-type: none"> • A successful form of liaison needs to be worked out between Education For All and People and Places to ensure that volunteers from the two organisations complement each other's skills and are aware of each other's roles and strengths. This should include the passing on of reports written by volunteers from one organisation to volunteers from the other in advance of their placement. • It is important that volunteers liaise directly with the housemothers as they have the best knowledge of the girls' individual needs etc. • Volunteers should write up the work they have done and leave a copy at the boarding house to avoid unnecessary repetition between the work of successive volunteers. • If required, volunteers could help the house-mother produce reports for the EFA Board. 	<ul style="list-style-type: none"> • Work produced by one volunteer was written up and copied in triplicate for each of the boarding houses. Another left a resume of what she did on the volunteers' computer in the IT room, filed under her name. All recent volunteers have left copies of the work they have done in folders or exercise books to encourage continuity between the work of successive volunteers. • One volunteer helped the house mother to produce a monthly report for EFA; another helped the house-mother write emails. • A volunteer has produced a handbook for each house which includes, among other things, a list of topics taught in each year in English classes at school and some suggested activities and games for language learning which volunteers can use with the girls if they wish.

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- Volunteers could help the house mothers to maintain up-to-date records of the girls' academic progress and other activities and achievements.
- A volunteer could produce a structured plan identifying topics taught at school for each subject, at what level and with related vocabulary. This could be linked to suggested activities which volunteers could do, linked to and reinforcing but not repeating work done at school. This would be particularly useful in the newer houses where the house mothers have less idea of what work previous volunteers have done and could provide a useful starting point while volunteers find their feet.

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