

**CODET**

**SUSTAINABLE COMMUNITY DEVELOPMENT TOOLBOX**

## **About CODET**

The Community Development through English Teaching (CODET) project is a joint initiative of ten European, Asian, and Latin American organisations. The project takes place over a two-year period and is funded by the European Union under Erasmus+ programme funding.

The project aims to enable 16 young people aged 18 to 30 to do European Voluntary Service in Cambodia, Vietnam, Honduras, Mexico, Estonia, Czech Republic, Ireland and Slovakia and thus develop personal and professional skills as well as to support the development of local communities in these countries through teaching English and engaging in social community projects.

Two resources were developed for the EVS volunteers to support them during their placements as part of this project. An English language teaching module was developed for use by volunteers with no previous English language teaching skills to teach people from local communities with little or no English language skills. Finally, this Sustainable Community Development toolbox was developed to support and guide volunteers in simple activities that could support the sustainable development of the local community.

## **List of partner organisations:**

### **Europe:**

KERIC, Slovakia

Latvijas Universitate, Latvia

Kimmage Development Studies Centre, Ireland

Seirbhis Deonach Idirnaisiunta, Ireland

Mittetulundusühing Vitatiim, Estonia

United Vision, z. s., Czech Republic

### **Asia:**

CSDS, Vietnam

KYSD, Cambodia

### **Latin America:**

ICYE, Honduras

CIIDA, Mexico

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(2018)

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## **1. The Toolbox:**

### **What the toolbox is for?**

The toolbox is intended to provide ideas, inspiration, general guidance, and support for the EVS volunteer during your time with the community.

### **Who the toolbox is for?**

The toolbox is intended to be used by the EVS volunteer to prepare for their placement and to use during their time with the community.

### **How the toolbox should be used?**

The toolbox contains suggested activities which may already exist in the community, and which you may be able to join or assist with. It may also contain simple activities that do not currently happen in the community, but which you may be able to organise with the help of your host organisation or other community groups to support existing community initiatives, or to explore a key issue in the community through community participation.

The toolbox contains a lot of ideas and suggested activities. You are not expected to use them all. Simply find those which best fit with your skills, abilities, and interests, and try to match them with the needs of the host organisation and community.

The toolbox is not intended to support volunteers to find and implement a solution to a community problem; you are not expected to resolve complex development issues. It is important to be clear on expectations, both your own expectations of the experience, and to be aware of creating expectations within the community. See section 3 below on managing expectations for more information on expectations.

## **2. Sustainable Community Development – a brief definition**

In very simple terms – sustainable community development is the participation and empowerment of a community in order to develop and progress; enabling its systems, structures, culture, and traditions to continue into the future for generations to come.



Local community gathering in Mexico

The most widely held definition of sustainable development is taken from the Brundtland Report<sup>1</sup> which states that,

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

We often talk about the three key pillars of sustainability - social, economic, and environmental, as outlined in the graphic below.



When thinking about sustainable community development, we can ask questions exploring whether the community (society) is inclusive and equal, whether everyone in the community has equal access to income employment and opportunities, and whether the local natural environment is utilised and managed in responsible way.

Take the time to read the community profile relevant to your host community in section 5 of this resource to get an idea of the local context before you travel. While there, talk to your host organisation and community members to explore and learn about the local society, economy, and environment in more detail. Remember to be aware of cultural norms and practices before asking probing questions – if you are unsure of what is appropriate to discuss with the community, ask your host organisation for guidance first.

<sup>1</sup> United Nations, (1987) Our Common Future - Brundtland Report.

<sup>2</sup> [http://theverdantdawn.blogspot.ie/2013\\_11\\_01\\_archive.html](http://theverdantdawn.blogspot.ie/2013_11_01_archive.html)

### **3. Managing expectations:**

#### **The Volunteer**

Your host organisation will prepare and support you in advance of your placement, and will discuss in detail what is expected of you during your time as EVS volunteer in your host community. It is really important that you are clear on what is expected of you, what you can take responsibility for, and what you cannot take responsibility for. Every community has issues and problems. You can of course get involved in activities with the community or host organisation which aims to explore or address such issues, if you have the skills to do so, but you are not expected to offer solutions to complex community issues or problems, and you should avoid making promises to the community which you cannot deliver.

It is also good to consider that volunteers are sometimes moved from one place to another during their placement, for example, from city to rural community, and from one community to another community. This provides you with a broader experience of different contexts in your host country, but can also limit the time you have in a particular community so you need to be aware of this when exploring possible actions and activities.

In order to contribute to your host community in a sustainable way, it helps to reflect on our motivations, assumptions, and opinions before you go.

Below are some questions<sup>3</sup> that you can ask yourself and maybe discuss with your sending organisation before you go:

1. What is my motivation for volunteering and what are my expectations of my volunteer placement?
2. Do I understand what my role will be with the host organisation, and in the host community?
3. Am I aware of the situation in the local community and will I be able to respect local customs? Remember that you will learn a lot from the host community and always remember that you are their guest.
4. Will I promise to always act in a professional manner and be flexible and adaptable while in my placement?
5. Will I take steps to take due care of my personal safety and physical and mental health? Remember to always talk to your sending or host organisation if you have a challenge or problem.
6. Will I share the experiences and knowledge I gain while overseas with my home society so that I can challenge stereotypes and misconceptions?
7. Does my host organisation ask me to commit to a code of practice during my placement? If so, do I agree to this and am I committed to this?

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<sup>3</sup> Adapted from Comhlamh Code of Practice for volunteers. <https://www.comhlamh.org/volunteer-charter-2/>

## **The Community**

The EVS experience is very exciting, challenging and fulfilling and often we find ourselves motivated to do as much as possible while we are there. However, it is important to be very aware of your actions and reactions in order to protect both yourself and the community.

Remember, sustainable community development is about participation and empowerment of a community in a way that can continue into the future using the social, economic, and environmental capacity and resources available in that community. If we think about this, it is important that action to address local problems or challenges begins with the community rather than being imposed from the outside. Sure you can assist the community with exploring or addressing issues and challenges while you are there, but often volunteers are highly motivated and find themselves offering support and assistance which in reality is not achievable or sustainable in practice.

For example, perhaps you see what appears to be an opportunity to create a small business to generate income for the community; you offer to help create a space for this business, maybe help with some small money to buy start up materials, maybe set up a website to promote the business. However, what happens after you leave? Where will the money come from to buy the necessary materials in the future if the business does not generate enough? Do the business owners have the skills and knowledge to manage the business without you there? Can they manage a website themselves when you are gone? Are they dependent for support outside of the community to make the business sustainable into the future and who will provide that support?

Often volunteers unintentionally make promises or create expectations within the community that they cannot deliver. This is human nature but it often leads to misunderstanding and false expectations, which is not a good experience for the volunteer or the community. Be careful about making suggestions. Talk to your host organisation before voicing your ideas to the community. Keep your activities simple and achievable. Share skills and knowledge with the community, that way you are leaving something important behind which will continue to be valuable after you leave.

## **4. Themes**

The following themes are just some of the topics and issues identified by participating organisations through a needs analysis of the host communities involved in the CODET project. Each section provides a list of possible activities or actions which can address the theme, remember, this is a suggested list to provide you with inspiration and motivation, and you are not expected to engage in all of them!

## 4.1 Interculturalism

Interculturalism acknowledges and values cultures, facilitates the exchange of cultures and therefore helps to challenge racism, xenophobia, and stereotypes. Your EVS experience is the perfect opportunity for a positive intercultural exchange for both you and your host community. You can make the most of this opportunity with some of the following ideas:

- attending intercultural learning workshops, or pre-departure training before you depart for your placement in order to be as prepared and informed as possible before you join your host community. Check out the link to the community profile in the Signposting section to learn more facts and specific issues in your host community.
- Sometimes it may be possible to be welcomed to the community by your host family, rather than by the host organisation. If this happens, embrace it, you will meet the host organisation and others later, appreciate the local welcome.
- Take the time to learn how to say hello, and other basic communication, in the local language to help you break the ice.
- Find out what local events are taking place and do your best to join in if possible, if you feel a bit shy about attending alone at first, ask a local volunteer or a member of your host family to join you

**Local events in Mexico**

**Foro sobre Transparencia y Participación Ciudadana: Ramo 33 - Sanahcat**



Proyección del vídeo: Wáaj k muuch' bae, je'el k u'uyale' (Si nos unimos nos escuchan)

Experiencias sobre Participación Ciudadana.

Rap en Maya con la Presencia de Pat Boy

Juegos y mucha diversión

Martes 27 de enero 5 de la tarde Bajos del Palacio Sanahcat, Yucatán



UNA PELÍCULA DE  
DUNCAN BRIDGEMAN

# HECHO EN MEXICO

PRODUCIDA POR  
LYNN FAINCHEIN

**ESTE JUEVES 15 DE DICIEMBRE EN  
LA CANCHA DE USOS MÚLTIPLES  
DE ZOH-LAGUNA A LAS 8.30PM**



- attending or organising special cultural events which focus on things such as food, music or culture to share and explore similarities and differences between different groups of people

### **Cooking chill-workshop "Flavours of Serbia"**

(by EVS volunteer Jelena Jordjevič from France in VitaTiim, June 2017)



Description of the workshop from the volunteer:

All future cooks, we are waiting for you!  
Master class "Taste of Serbia" will immerse you in the atmosphere of the Balkans, recipes from the best cook in the world, grandmother of the volunteer Jelena.

- attending or organising a movie night, or documentary screening, to learn, and share information about different people, places and issues (remember to consider literacy and language issues – can you use a source with subtitles for example!)
- attending a residential event with all local volunteers and staff and international volunteers in order to share ideas, opinions, perspectives, skills and strengths
- attending or organising formal or informal storytelling events – this can be as simple as taking the time to sit with different members of the community and asking them to tell you a story that they remember from their life experience – tell them a story about your own home and life experiences, or a story passed down from your parents or grandparents.

### **Culture Nights in Vietnam.....**





#### 4.2 Promoting and Supporting the Community

Often EVS volunteers can help to promote and support the community through the use of social media, I.T., and marketing support. Do you have skills that you can use during your placement which the host organisation or community can benefit from? Consider some of the following ideas:

- Can you help with making short promotional videos of cultural events or activities; such as cooking, agricultural practice, places of interest, which could be used to promote the local community, its traditions, culture, and natural resources?
- Is there a community radio? Maybe you can volunteer to help promote events such as English classes, or intercultural events...
- Images are very important and useful for the host organisation and community, helping to create a photo bank, where images are saved and stored in an ordered way for easy access, such as categorising images based on content, for example, children, agriculture, dance etc.
- Blogs are a great way to share your experience and promote the local community; they are also really useful for your host organisation to better understand your experience. Perhaps you can create a blog and use it to share stories, experiences, and reflections?

# INTERNATIONAL VOLUNTEERS IN NARVA

[HOME](#)   [ABOUT](#)   [CONTACT](#)  
[BLOG](#)



WE ARE VOLUNTEERS FROM ALL OVER THE WORLD LIVING IN NARVA, ESTONIA FOR THE NEXT YEAR. HERE WE WILL SHARE OUR ADVENTURES WITH YOU.



## INTERNATIONAL VOLUNTEERS IN NARVA

### MELTEM

December 19, 2016

Hello!

I am Meltem. I just graduated from university. I am in Narva as a volunteer with an EVS programme. Let me tell my story about how I have decided to be here and the process.

Before coming here, I was looking for some opportunities about self development. Yes, I just graduated from university. It means that I need to work and become an adult finally. But, I think this process could be supplied by other way. I have decided to learn a new language. I have been abroad for my language education before, but I think that now just language education is not going to be enough for my idea about self development.

My coordinating organisation, Vitatum, is a non formal education center. They prepared a welcome party for us. It was great opportunity to meet with local people. I like Vitatum people. They really try to help me as a volunteer. My mentor is awesome and she knows many thing about my culture.

I am working in a kindergarten in here. Why I choose to work in here? Actually, I was planning to study children rights for my master degree. Maybe, I can write a comparison thesis with Estonian Education System. In other words, becoming a part of other education system is really good to understand what is the main approach about children in a state. Also, being with really young boys and girls is really hard to describe. Their pure and fresh minds are supplying me huge amount of positive considerations.

Take a look at some blogs posted by volunteers in Narva, Estonia:

Season 2015 – 2016  
<https://evsnarva20152016.blogspot.com>

Season 2016 – 2017  
<https://evsinnarva1617.wordpress.com/blog/>

- Do you have good knowledge or experience of creating, building or managing websites? Can you help to create content for a website or translate existing content?
  - Can you help with producing printed or online promotional material, such as leaflets, brochures, or other information about the local community, local tourism options, local crafts, or opportunities to work with your host organisation?
  - Do you have good administration skills – can you help with writing reports, proposals, notes, or preparing presentations?
  - Do you have a good knowledge of social media, such as face book or instagram? Can you help with, or even manage, the host organisations social media account?
- (Remember to be aware of issues such as consent to use images, culturally appropriate images etc. If you are unsure, ask before posting publicly!)

- Are you creative? Can you help to develop new ideas for promoting or attracting tourism or new business to the community perhaps through the use of social media, or even simple practical ideas such as improving signposts in the community?
- Can you help with creating events pages online or in print in order to raise awareness of, and promote events?
- Be aware of international days and events, such as International Volunteer Day on 5<sup>th</sup> December each year. Often you can find special kits or resource packs available, for example, from the UN Volunteers website. These can be used to create online content, or printed media, to promote your host organisation and volunteering. (Take a look at the signposting section for links to resources and events).



- Are there new social enterprises in the community that would benefit from your skills and knowledge, for example, local accommodation options, or small local business, who would appreciate your help with promotion and marketing? Can you create and teach them how to use a face book page? Can you share it with your networks to help promote it? Can you write an article about it when you return home to promote the local community?

### 4.3 Environmental Issues

Perhaps social media and I.T. is not your strength, or maybe you are more interested in environmental issues, such as, environmental awareness and protection, ecotourism, sustainable agriculture, recycling, and renovation. Take a look at some of the following ideas and find out what you can do in the community....

- There may be plans for a new building in the local community, for example a cafe, storage room, or wash room, or maybe work is already under way, can you help with creating this new building using local resources? You can learn new techniques and skills from the local community along the way!

- Can you help to translate local signs, directions to places of interest, or public services? Or can you help to create new signs where they are needed using local materials or recycled materials?



- Maybe you can help with awareness raising events or campaigns which highlight local environmental issues, for example, recycling initiatives, reducing plastic waste, water conservation, etc.



- Can you participate in trips to the forest or green areas to learn about protection and conservation issues with others in the community, such as children's groups, youth groups? Perhaps you can find creative ways to share this learning or accompany other groups to promote the issues.
- Can you attend or organise tree planting activities, recycling or upcycling workshops, gardening events or workshops?
- Can you attend or organise events to create a shared public amenity such as a community park? Perhaps a public amenity exists which needs to be cleaned, maintained, or rehabilitated?
- Can you attend or organise workshops on making natural products for household use, for example, detergent, or soap made from natural local resources? Or making

products from natural materials such as carrier bags made from bamboo or other natural resources?

**Workshop: „DIY: household products“ by Alice Saudrais  
(EVS volunteer from France in VitaTiim, June 2017)**

Description of the workshop from the volunteer:

*Create our own household products (laundry detergent, dishwashing liquid, multitasks liquid...) doesn't need a lot of ingredients, but, because it's one thing to see the recipe on internet and another to take time out to make the product, the idea of this workshop is to take the time to do it all together. The recipe and ingredients will be provided. Everyone is welcome, children and adult. No need to speak English.*

- Can you attend or organise a cooking event which addresses issues of food sources, reducing consumption, fair trade, plastic packaging, or local produce?
- Go explore the local environment with someone from the community, this is a great opportunity to learn about your environment from a local perspective, share similarities, and differences in the local environment, local resources, and practices and your home environment as you explore.
- Can you help to create and promote value and pride in the local culture, history, identity, and environment through gathering stories, creating a memory board, creating a picture book or something similar?
- Sometimes simple activities such as helping with harvesting or planting crops, or helping with a community garden can be really appreciated and valued.

**Community Agriculture Gardens in Mexico**



#### 4.4 Empowerment

This can include team building, confidence building, leadership skills, and networking.

It can be quite intimidating when you arrive in your host community and you may feel a bit shy about joining events, speaking in front of new people, or being the centre of attention as you are the foreigner in the community. It can also just be part of your personality, maybe you are naturally a little shy and introverted, or just not so confident in your abilities. Your volunteering experience can really help to build your skills, confidence, and capacity if you are willing to step out of your comfort zone. Equally, you will meet people in the community who may feel the same way and who might benefit from the same confidence boost and capacity

building. Consider some of the options below to help you and your new friends along the way....

- make the effort to attend any orientation sessions or services offered to you, they can be very important and valuable
- try practising with the team in the host organisation before giving a presentation, teaching a class, or speaking at an event, this will really help to boost your confidence and make you feel comfortable and prepared for your task
- ask the host organisation for support and space to explore an issue of interest to you, perhaps they can help you to organise an activity or workshop



- Try to keep make space for reflection. You can do this by keeping a journal, a blog, a video log (vlog), planning a daily or weekly check in with another volunteer, or staff from the host organisation.
- Talk to your host organisation about your experiences, challenges, plans, interests, etc. Ask your host organisation for more supervision or support if you feel you need this, don't be afraid to talk openly with them, it is important for both of you to learn from the experience.
- Try to participate in organised activities or events which would help to build your skills and confidence, such as project management, leadership skills workshops, etc. with other volunteers, the community or host organisation. If you can't find any suitable events or activities, ask the host organisation if they could help with finding potential opportunities or if something can be organised.

### **Lifelong learning festival „Everyone is learning“**

Annual lifelong learning festival „Everyone is learning“ brings together pre-school children and elderly people, youngsters (7-26 y.o.) and adults in order to learn together and from each other. During this week we create an inspiring and supportive environment where learning is joyful and valuable in every age. The festival is

organized by the non-formal learning centre VitaTiim and the adult learning centre Vestifex in Narva, Estonia. Our EVS (European Voluntary Service) volunteers from different countries of Europe and the world take part in organizing, promoting and designing the festival. They are important part of the organizers team. They also organize various workshops on different topics and add to the activities the intercultural dimension.

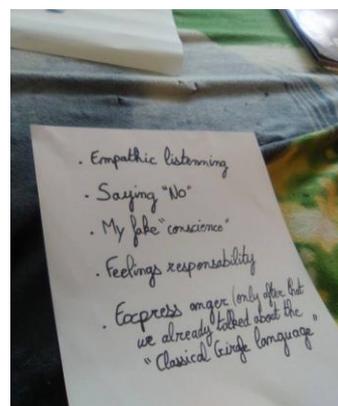


Photos from the workshop on non-violent communication during the festival „Everyone is learning“ in June, 2017. The workshop was organized and led by Alice Saudrais, an EVS volunteer from France.

The aims of the lifelong learning festival “Everyone is learning” are:

- To awake interest towards learning amongst people of different ages and through that to increase their participation in lifelong learning;
- To create conditions for the development of the participants’ key competences, incl. civic competence;
- To broaden and enrich the participants’ social circle and promote intercultural and intergenerational dialogue and solidarity.

Diverse workshops, discussions, excursions and joint activities, planned on the basis of the participants’ needs and interests will happen during the lifelong learning week. Everyone, despite their age or previous experience, will have a chance to try themselves both in the role of a learner and a leader or a facilitator. Vestifex and VitaTiim staff will provide an overall support during preparation and implementation of the activities.



- Can you help other volunteers or community members with practical skills like preparing CVs or practising for interviews?
- Can you link into social media to share success stories, experiences, recommended good resources that can help others? Your small actions can help boost the confidence of community members and potential future volunteers.

#### 4.5 Rights

There are many categories of rights, such as, human rights, women’s rights, economic, social and cultural rights, which you may or may not already, be aware of. Many host organisations and communities are working to raise awareness of, support, and promote the rights of

citizens. You can learn more about various rights and entitlements, or share your existing knowledge; understanding and practice on rights issues through engaging with rights based workshops and events....

- Link in with dedicated international events, such as International Women’s Day each year on 8<sup>th</sup> March. Access and use toolkits and resources available online to promote, raise awareness, organise and engage with the public on events, parades, seminars etc.



- Engage in activities to raise awareness of and promote indigenous rights, for example, in some contexts there are national forums for indigenous groups. Explore options to participate in organised events, assist with the promotion of events and rights, assist with networking etc.
- Be aware of specific rights, entitlements, laws, and norms in relation to Child Safeguarding and Protection in your host country. Ask your host organisation for advice and guidance in relation to child protection issues, for example, can you teach a class of children alone? Or should there be two adults present? Be aware of norms and practices, for your own sake, and that of the children in the community.
- Are there specific rights based workshops in the community which you can attend or help to organise or promote? Can you help prepare? There are so many rights based resources online which may support a workshop or event, can you access and translate them if necessary? Or simply help to source and store them?

#### 4.6 Social issues

You will usually find that societies around the world have more issues in common than different, such as, health, unemployment, housing, crime, alcoholism, and other addictions. However, the way these issues impact a particular community, or the way in which these issues are viewed in a particular community are often very different. You may have the opportunity to engage in social issues during your placement. Do remember to be aware of

your limitations and to take responsibility for yourself and your actions, often the most basic actions and small gestures can have a big impact in the community....

- You may have the opportunity to engage with and support a particular social group with whom you would not usually interact with, for example, homeless citizens, people living with disability, marginalised ethnic communities. Be sure to ask your host or sending organisations for support if you find it challenging!
- Is homelessness an issue in your host community? Can you assist with a community support group, for example, on a soup run, mobile kitchen, or health care run?
- Can you engage with a senior citizens group? Often the simple act of spending time with an elderly person in the community, talking with them, sharing stories, can be so important and valuable. Can you teach them basic IT skills? Many elderly people find the internet and social media both frightening and fascinating, Google maps is a great starting point to share where you come from.....

#### 4.7 Education

This can include participation in the formal education system, but most often education activities with volunteers are through non-formal education, such as, English Language Teaching, I.T., sports, art and craft, music, dance, drama, and lots more. This can be in children's, youth, and adult education settings.

- Is there an opportunity to attend or assist with non-formal education activities? Sharing skills with a particular group within the community, such as teaching language or IT skills?

**Community education event in Sanahcat, Mexico**

The flyer is titled "Sanahcat Espacio Comunitario de Aprendizaje Inicio de Actividades 2017". It features a central photograph of children planting a tree. To the left of the photo, it says "Colecta de libros" and includes a paragraph: "Nos gustaría siempre aventurarnos y dar muchas vueltas al mundo a través de los libros. Si tienes algún libro que quisieras y/o pudieras donar, este espacio será un buen lugar para dejarlos y así otr@s niñ@s podrán disfrutar". Below this is a Facebook logo and the name "UYichLuum". To the right of the photo, it says "19 de marzo 15:00 horas" and "Espacio Comunitario de aprendizaje". At the bottom right, there is a logo for "DESAPRENDIENDO".

- If you know in advance that you will assist with education activities, be prepared, remember that you may not have access to the equipment and resources that you are

used to, such as internet or photocopier, or even electricity in some cases. Bring books, print outs or other resources with you if possible.

- Maybe you can share games or sports from home that are not familiar to your host community, and you can learn their local games and sports, simple activities can provide a great space for intercultural education.
- Are you involved with or have experience of upcycling activities at home? Can you share some ideas with the community? Or you can look for their upcycling projects and take some ideas home with you.

## 5. Signposting

This section contains information and resources related to the CODET partner organisations, the host communities involved in the CODET project, and many other links to resources which you may find useful. The most important information here for you before you travel to a CODET host community is the community profile, which provides a snapshot of the local community context.

### 5.1 CODET Partner Host Community Profiles

Listed below are the CODET partner organisations who will host volunteers only. The links below will take you to host community profiles for the CODET project. You will also find the community profiles in print at the end of the toolkit.

<b>Europe:</b>	
KERIC, Slovakia	<a href="#">Čadca, Slovakia</a>
Seirbhis Deonach Idirnaisiunta, Ireland	<a href="#">Ireland</a>
Mittetulundusuhing VitaTiim, Estonia	<a href="#">Narva, Estonia</a>
<b>Asia:</b>	
CSDS, Vietnam	<a href="#">Hanoi, Vietnam</a>
KYSD, Cambodia	<a href="#">Chambok, Cambodia</a> <a href="#">Sneng, Cambodia</a>
<b>Latin America:</b>	
ICYE, Honduras	<a href="#">San Francisco de Yojoa, Honduras</a>
CIIDA, Mexico	<a href="#">Xpujil and Sanahcat, Mexico (Spanish)</a> <a href="#">Xpujil and Sanahcat, Mexico (English)</a>

## 5.2 CODET Partner Organisation Contacts

Website links	Contacts
<b>Europe:</b>	
<a href="#">KERIC, Slovakia</a>	<b>Email:</b> <a href="mailto:keric@keric.sk">keric@keric.sk</a> <b>Address:</b> Nábrežná 1351, 02201 Čadca <b>Telephone:</b> 041 433 56 85
<a href="#">Seirbhis Deonach Idirnaisiunta, Ireland</a>	<b>Email:</b> <a href="mailto:info@vsi.ie">info@vsi.ie</a> <b>Address:</b> VSI, 30 Mountjoy Square, Dublin 1 <b>Telephone:</b> (+353) 1 855 1011
<a href="#">Mittetulundusuhing VitaTiim, Estonia</a>	<b>Email:</b> <a href="mailto:vitatiim@gmail.com">vitatiim@gmail.com</a> <b>Address:</b> Tuleviku 7, 20307, Narva. <b>Telephone:</b> (+372) 58330111
<a href="#">United Vision, z. s., Czech Republic</a>	<b>Email:</b> <a href="mailto:info@united-vision.org">info@united-vision.org</a> <b>Address:</b> Koněvova 1927/126, Žižkov, Prague 3, 130 00 <b>Telephone:</b> +420605545047
<a href="#">Kimmage DSC, Ireland</a>	<b>Email:</b> <a href="mailto:info@kimmagedsc.ie">info@kimmagedsc.ie</a> <b>Address:</b> Kimmage Manor, Whitehall Road, Dublin 12. <b>Telephone:</b> +353 (0)1 406 4386
<a href="#">Latvijas Universitate, Latvia</a>	<b>Email:</b> <a href="mailto:ad@lu.lv">ad@lu.lv</a> <b>Address:</b> 19 Raina Blvd., Riga, LV 1586 <b>Telephone:</b> 371 67033997
<b>Asia:</b>	
<a href="#">CSDS, Vietnam</a>	<b>Email:</b> <a href="mailto:info@csds.vn">info@csds.vn</a> <b>Address:</b> CSDS International Volunteers House and Office 63 Phạm Thận Duật, Cầu Giấy, Hanoi, Vietnam <b>Telephone:</b> (+84) 04 6027 8323
<a href="#">KYSD, Cambodia</a>	<b>Email:</b> <a href="mailto:info@kysd.org">info@kysd.org</a> <b>Address:</b> #1BE0, Street 338, Sangkat Toul Svay Prey I, Khan Chamkarmorn, Phnom Penh <b>Telephone:</b> (+855) 023 21 29 51 <b>Telephone Chambok:</b> (+855) 12 938 920
<b>Latin America:</b>	
<a href="#">ICYE, Honduras</a>	<b>Email:</b> <a href="mailto:honduras@icye.hn">honduras@icye.hn</a> <b>Address:</b> P.O. Box 2017, Tegucigalpa, Honduras. <b>Telephone:</b> (+504) 2232 3482
<a href="#">CIIDA, Mexico</a>	<b>Email:</b> <a href="mailto:uichluum@gmail.com">uichluum@gmail.com</a> <b>Address:</b> Calle 18 número 50 B entre 13 y 15, Sanahcat, Yucatán, México, C.P. 97580 <b>Contact telephone:</b> (+52) (044) 9991-596800

### 5.3 CODET Partner Information and resources

<b>Europe:</b>	
KERIC, Slovakia	Info Sheet: <a href="#">KERIC presentation</a>
Seirbhis Deonach Idirnaisiunta, Ireland	Video: <a href="#">VSI Fairytale</a> Info sheet: <a href="#">Short term EVS with VSI</a> Info sheet: <a href="#">VSI description</a>
Mittetulundusuhing VitaTiim, Estonia	Info sheet: <a href="#">VitaTiim profile</a> Info sheet: <a href="#">VitaTiim presentation</a>
United Vision, z. s., Czech Republic	Info sheet: <a href="#">United Vision- Vol. in Mexico</a> Info sheet: <a href="#">United Vision- Org. Contacts</a>
Kimmage DSC, Ireland	Video: <a href="#">Introduction to Kimmage DSC</a> Webpage: <a href="#">MA in Development Studies</a> Webpage: <a href="#">BA in International Development</a> Webpage: <a href="#">KODE Programme</a>
Latvijas Universitate, Latvia	
<b>Asia:</b>	
CSDS, Vietnam	Info sheet: <a href="#">CSDS brochure</a> Video: <a href="#">Mid Autumn festivals</a> Video: <a href="#">Community class</a> Video: <a href="#">English community class</a> Video: <a href="#">Plastic bag campaign</a>
KYSD, Cambodia	Info sheet: <a href="#">About KYSD, Cambodia</a> Website: <a href="#">Tourism Cambodia</a> Video: <a href="#">About Cambodia</a> Video: <a href="#">Chambok Community</a> Website: <a href="#">Chambok Ecotourism</a> Info sheet: <a href="#">Khmer Basics</a> Info sheet: <a href="#">Leaflet Chambok</a> Info sheet: <a href="#">Volunteer information</a> Map: <a href="#">Cambodia</a> Info sheet: <a href="#">Cambodia visa information</a>
<b>Latin America:</b>	
ICYE, Honduras	Info sheet: <a href="#">ICYE Honduras contacts</a> Info sheet: <a href="#">ICYE Honduras presentation</a> Info sheet: <a href="#">ICYE Honduras flyer</a>
CIIDA, Mexico	Info sheet: <a href="#">Presentación u yich lu'um</a>

### 5.4 International Observance Days

This section presents a selection of International Days celebrated each year. The list here is compiled from UN bodies such as [UN Volunteers](#), [UNESCO](#), and [World Health Organisation](#). There are many other days celebrated nationally which you could link into for events or activity ideas. Take a look at the UN website for more information on specific days, and to find resources and ideas for inspiration.

This is not a complete list; a full list is available on the [UN website](#). Take a look at the first two on the list for examples.

And don't forget International Volunteers Day on 5<sup>th</sup> December!

<b>Date</b>	<b>Theme</b>
February 13	<a href="#">World Radio Day</a> <a href="#">WRD resource example</a>
February 21	<a href="#">International Mother Language Day</a> <a href="#">IMLD resource example</a>
March 1	Zero Discrimination Day

March 3	World Wildlife Day
March 8	International Women's Day
March 20	International Day of Happiness
March 21	International Day for the Elimination of Racial Discrimination
March 21	World Poetry Day
March 21	International Day of Forests
March 22	World Water Day
April 2	International Day of Sport for Development and Peace
April 7	World Health Day
April 22	International Mother Earth Day
April 23	World Book and Copyright Day
April 25	World Malaria Day
April 29	International Dance Day
May 3	World Press Freedom Day
May 15	International Day of Families
May 21	World Day for Cultural Diversity for Dialogue and Development
May 22	International Day for Biological Diversity
June 5	World Environment Day
June 8	World Oceans Day
June 12	World Day Against Child Labour
June 20	World Refugee Day
June 26	International Day against Drug Abuse and Illicit Trafficking
July 15	World Youth Skills Day
July 18	Nelson Mandela International Day
July 30	International Day of Friendship
July 30	World Day against Trafficking in Persons
August 9	International Day of the World's Indigenous People
August 12	International Youth Day
August 19	World Humanitarian Day
August 23	International Day for the Remembrance of the Slave Trade and its Abolition
August 29	International Day against Nuclear Tests
September 8	International Literacy Day
September 15	International Day of Democracy
September 21	International Day of Peace
September 28	International Day for Universal Access to Information
September 29	World Heart Day
October 1	International Day of Older Persons
October 2	International Day of Non-Violence
October 10	World Mental Health Day
October 11	International Day of the Girl Child
October 15	International Day of Rural Women

October 17	International Day for the Eradication of Poverty
November 20	Universal Children's Day
November 25	International Day for the Elimination of Violence against Women
December 1	World AIDS Day
December 3	International Day of Persons with Disabilities
December 5	International Volunteers Day
December 10	Human Rights Day
December 20	International Human Solidarity Day

## 5.5 Useful resource links

### EVS Documents:

European Voluntary Service Charter: [EVS charter](#)

European Voluntary Service Info Kit: [Welcome letter](#)  
[What to expect from EVS](#)  
[Information about the EVS insurance for volunteers](#)  
[Information about Youthpass in EVS](#)

European Youth Portal: [Rights and responsibilities of the volunteer](#)  
[Culture and creativity](#)  
[Social Inclusion](#)  
[Think Global](#)

### Toolkits:

CVO Global Education and Youth Work: [Toolkit for Food, Migration, and Media topics](#)

Community Toolbox: [Toolbox for Community Health and Development](#)

Journeys of Sustainability: [Handbook on sustainable tourism for Europe-Asia volunteers](#)

## 5.6 Sending kits links

In this section, you will find sending kits for most of the CODET partner host countries to provide you with some detailed information about your host country, such as, food, culture, transport, customs and norms, etc.

For future volunteers, we have also included sending kits for some other host countries.

	Video	Text
<b>Cambodia</b>	<a href="#">Cambodia</a>	<a href="#">Cambodia</a>
<b>Estonia</b>		<a href="#">Estonia</a>
<b>Honduras</b>		<a href="#">Honduras</a>
<b>Ireland</b>		<a href="#">Ireland</a>
<b>Mexico</b>		<a href="#">Mexico</a>
<b>Slovakia</b>	<a href="#">Slovakia</a>	<a href="#">Slovakia</a>
<b>Vietnam</b>	<a href="#">Vietnam</a>	<a href="#">Vietnam</a>
<b>Costa Rica</b>	<a href="#">Costa Rica</a>	<a href="#">Costa Rica</a>
<b>Greece</b>		<a href="#">Greece</a>
<b>Kenya</b>		<a href="#">Kenya</a>
<b>Turkey</b>	<a href="#">Turkey</a>	
<b>Uganda</b>	<a href="#">Uganda</a>	<a href="#">Uganda</a>

# SLOVAKIA



## Community Profile :

*Kysuce region, main town: Čadca*

The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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### Main characteristics of the community:

#### 1. How big is the community:

Population: around 25 000 directly in the town of Čadca, and about 5000 in the nearby villages

Male/Female: 48% male, 52% female

Area: 56 790 km<sup>2</sup>

Our organisation is based in the centre of Čadca, a small town situated in the north of Slovakia, near the border with the Czech Republic and Poland. Čadca is the main town of a region called Kysuce, which is known for its beautiful countryside, with lovely mountains and excellent opportunities for skiing, hiking, sailing and mountain bikes trips. The climate is mild but with cold winters and a lot of snow. The summers are usually hot with a lot of sunshine.

The centre of the town is organised in such a way that all important facilities are within walking distance. There is a good train connection with other bigger towns as well as with Poland and the Czech Republic.

#### 2. Average salary:

About Euro 950 per month gross salary in Slovakia (which means €727 salary in cash) but salaries in the Kysuce region are about 20% lower than the average

#### 3. Main economic activities:

- Automobile industry and tourism
- Even though the local community is developing really fast, the region is still one of the less economically developed regions in Slovakia, with quite a high unemployment rate and lower standard of living than in the rest of the country.

#### 4. Education accessibility:

- Compulsory education for children since the age of 6 till the age of 16 (for a maximum period of 10 years in total).
- Education is accessible to all children at the age of compulsory education. Education is free.
- Generally easy accessibility to educational institutions, school clubs, and language courses, etc.

#### 5. Main community organizations (community council, NGOs...)

KERIC closely cooperates with several NGOs in the Kysuce region as well as with the city council. The most active community organisations in the region are >



- Centre of leisure time for children
- School clubs (active at each elementary school)
- Charity organisations (Charity for homeless people, Charity for women and children in difficult family situation, etc.)
- Cultural organisations (Amateur drama club, Folk music groups, Culture House etc.)

#### **6. Government support for community development:**

- Support to school clubs and state institutions
- NGOs and Civic Associations can gain financial support through special grant schemes

#### **7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)**

- National parks are protected. Recycling is generally followed. Using local products and hand-made products is becoming more and more common.

#### **8. Most important celebrations:**

- On November 2nd people visit graveyards to remember the dearly departed. It is called All Saints' Day and it is a serious holiday in Slovakia. People go and visit the graves of their parents, grandparents, and friends. They bring candles and flowers with them. They lay wreaths on the graves and burn candles for the souls of the deceased.
- December 6th (the feast of St. Nicholas) is impatiently awaited, especially by children. On this day St. Nicolas visits households accompanied by the devil, gives sweets or toys to children who were good. The sweets are put in boots that children prepare before they go to bed. St. Nicholas gives naughty children coal instead.
- The Easter holiday is celebrated differently in individual regions. The date of Easter varies; it is celebrated on the first Sunday following the first full moon after the spring equinox. Young girls decorate Easter eggs for young boys on Monday. Easter Monday is traditionally connected with "šibačka" (whipping) and "polievačka" (water pouring) – young boys go from door to door, pour girls with water, and gently whip them with a willow rod. In return, they receive painted Easter eggs and coloured ribbons on their rods from the young girls, little boys receive sweets, especially chocolate eggs and bunnies.
- Many customs in our country are related to the Christmas holiday. Although it is a Christian holiday, Christmas is celebrated not only by Christians, but by nearly all families. Christmas is most beloved by children, who look forward to it all year. People clean their households, bake honey cakes, and decorate their homes long before the holiday. The first course at Christmas dinner is composed of Christmas wafers with honey and nuts or garlic, so that those eating it would be healthy all year. The menu differs depending on the region. Cabbage or pea soup is usually served, followed by fish and potato salad. After dinner the family unwraps the gifts under the tree, carols are sung, or Christmas tales are watched on television.
- The last day of the year, December 31st is the celebration of the end of the year, we let off fireworks, and at midnight we celebrate the arrival of the New Year with a toast.
- International holidays such as Valentine's Day (14th February), Fool's Day (1st April), etc. are popular in Slovakia, too.
- In Slovakia, Teachers' Day is a non-official holiday, celebrated on March 28, birthday of Jan Ámos Komenský (Comenius). Mother's Day (second Sunday in May) or International children's day (1st June) are celebrated, too.

#### **9. Most important traditions:**

- Slovakia is proud of its rich folklore and folk traditions. Each region, city, and municipality has a unique character and folklore – costumes, music, songs, architecture, customs, traditions, dances, and dialects. Folklore festivals organised all around Slovakia serve to present the folk customs of individual regions.

- In everyday life, traditions are not kept, just at Easter, Christmas, etc. However, traditional crafts are becoming more and more popular. People create souvenirs as well as objects of everyday use which are connected with the culture and history of Slovakia.



Traditional handicrafts include: Embroidery, lace, ceramics (faience or majolica), metal (wrought iron, hand cast cowbells, tin and steel wire creations), wood carvings, fabrics with intricate woven or dyed decorations, costumes, baskets and other items woven from straw/grass/cornhusks.

### 10. Local cuisine specifics:

- There is no real "Slovak cuisine", which would be known and used all around the world, like the Chinese or Italian. However, there are meals that you would encounter more often in Slovakia than elsewhere in the world. Menus are usually enriched by the Austrian, Czech, and Hungarian cuisine.
- The traditional basic components of the Slovak diet have always been and still are milk, potatoes, and cabbage. Tasty meals typical for Slovak cuisine such as cabbage dumplings can be prepared by combining these ingredients. The Slovak national meal is bryndzové halušky, which means for the Slovaks the same as sushi for the Japanese or pizza for the Italians. This Slovak national meal consists of dumplings made of potato dough mixed with a special kind of soft and salty sheep curd. Fried bacon chopped in tiny pieces is added to the ready meal, which makes it especially tasty. The traditional beverage to accompany the meal is sour milk or whey. One can especially enjoy bryndzové halušky in a typical Slovak "koliba" restaurant or "salaš".
- The milk is drunk fresh or sour and all milk products such as whey, cottage cheese, bryndza (salted sheep curd) and sheep cheese are very popular. Smoked or fresh sheep cheese products are sold in different forms and shapes and Slovaks love them. They are sold at all food shops all over Slovakia.
- Among the traditional domestic dishes are various meals prepared of potatoes. They are mostly in form of dough – cooked or fried (zemiakové placky, lokše). Varied classes of sheep cheese and cabbage are also popular materials used for cooking in Slovakia.
- Soups are very popular, too. A good Slovak dinner consists of a soup – kapustnica (made of cabbage), garlic (in some places it is served in a bread loaf), and a bean soup with a frankfurter or the beef or chicken consommé.
- Traditional desserts are pastries of risen dough filled with marmalade, curd, nuts, or poppy seeds.
- The Slovak cuisine is now gradually acquiring the European character with high consumption of meat and foreign diets are also represented in menus (French, Hungarian, Italian, and Chinese, for example).
- Domestic soft drinks such as Vinea and Kofola, and a wide choice of fine quality mineral waters now compete with the world trademarks of soft drinks.
- Specific Slovak distillate is borovička (for instance Spišská borovička), the local variety of gin, distilled of the fruit of Juniperus comunis. Popular distillate is the plum brandy (above all Bošácka slivovica) and hriatô (a mixture of fried bacon, spirit, and honey). High-mountain hotels and cottages serve distillate called Horec- a stimulating drink after strenuous hiking. The Demänovka liqueur, which contains an extract of medicinal herbs, is a good choice, for instance.
- Apart from distillates, beer is very popular. Slovak beers are of good quality and the brands like Zlatý bažant, Smädný mních or Topvar are comparable to the excellent Czech beers. You can try the authentic taste of various brands of unfiltered beers in mini-breweries.



### **11. Social distance (formal/informal communication specifics):**

- There are two different forms of the pronoun YOU (*vy*- formal, *ty* – informal) – for formal and informal communication. People are usually very formal when they first meet you, later, once they become more familiar with you, start using the informal YOU form (*ty*).
- Greetings are usually only verbal, or with a handshake (formal relationships). It is not common to hug and kiss, only in really close relationships.
- Slovaks maintain a typically Western distance (about three feet) when conversing. Greetings are expected, and consist of "good morning," "good day," and "good evening." "Good night" is reserved for the last leave taking of the evening.

### **12. Time perception/punctuality:**

- School sessions, lessons in KERIC, buses, trains, etc. have an exact timetable, which is strictly kept.
- In personal relationships, people tend to come to a meeting on time. If they are late, it is not more than 10-15 minutes. Also, they usually let you know if they are held up by traffic or cannot come on time for a certain reason.

### **13. Gender roles and related norms:**

- Slovakia is a modern society. However, many Slovak men still retain a privileged position in the home and the outside world. While women have been entering occupations traditionally held by men and more women are acquiring education beyond the secondary level and opting to remain unmarried longer, they still experience difficulties in certain areas, especially business and politics above the local level.
- Slovaks practice monogamy, and individuals have free choice in the selection of marriage partners. Even though young people tend to get married at a later age than before or live unmarried, majority of Slovaks marry and enjoy some economic benefit, especially if they have children. Parents still receive a cash bonus when a child is born and mothers are given ample maternity leave. Divorce has become common since the 1980s, along with remarriage. Gay and lesbian partnerships remain mostly closeted, and same-sex marriages are not legal.

### **14. Personal safety (specific areas, pick-pockets, walking alone in the dark...):**

- Cadca is a relatively safe city. There are no dangers, walking outside alone at night is possible. Being careful about personal possessions (mobile phone, wallet, etc) is recommended.

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## **Community resource and asset determination**

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>4</sup>

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<sup>4</sup> Community Tool Box <http://ctb.ku.edu/>

## Questions asked by the local organization to the stakeholders of the community



### Community social development

- *Name 3 most significant economic problems in the community*
  - Very few people having entrepreneurial ideas. The common idea of their future that the local young people have is to find a job in one of the big automobile companies in the region.
  - A high percentage of people living on minimum income
  - Young people leaving the region and finding jobs in bigger towns or other countries
- *How can the volunteers participate in helping to solve each of these issues?*
  - Try to encourage people there is more than one way to plan the future working life. Working in a big company is not the only way to do it.
  - Speaking about voluntary service or the courage doing what you want to do (e.g. opening a small shop, ...)
  - Inspiration and motivation to make a step for a positive change in the young people's lives
  - Helping to improve English language skills which will enable the people to increase their chances at the job market
- *Name 3 most significant social problems in the community?*
  - Although the region Kysuce is on a crossroads between three countries – Slovakia, Poland, and the Czech Republic, the people are only slowly becoming open to foreigners and a lot of them have prejudice against the unknown. These feeling often come from the absence of opportunities to meet foreigners or people of other races, religions etc. Therefore, the need to raise the European awareness and fight against prejudice and xenophobia is a very important part of our EVS project.
  - Homelessness and alcoholism
  - General apathy and small-mindedness
- *How can the volunteers participate in helping to solve each of these issues?*
  - Meeting people from other countries helps the local community become more tolerant and open-minded.
  - Show the community that there are different opportunities to act differently with people in the surrounding and start an international dialogue.
  - Encourage them to change their behavior and try to motivate them to open their mind and become more active at local level.
- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*
  - KERIC is trying to help to change the community towards a more prosperous tourism area (hiking, skiing resort), with open-minded and tolerant people, friendly and welcoming to tourists visiting the area, who are able and willing to communicate in English or other foreign languages.  
We are proud to say that we already see how positively the contact with EVS volunteers has influenced the local community and hope that this trend will continue towards the vision of Kysuce being a well-sought touristic area coming true in 10 -20 years.



- *How could the volunteers contribute in fulfilling this future dream?*
  - Helping to teach foreign languages and motivate people to use them
  - Helping to break the communication barrier (in terms of language as well as reluctance of people to use the language)
  - Through personal contact with the local people help them to become more tolerant and open-minded
  - Helping to promote the region
- *How the community is currently represented on social media?*
  - The Kysuce region is presented mainly as a less-developed area. Secondly, Kysuce is often mentioned in the social media in connection with winter sports and natural beauty.
- *How can the volunteers help in advancing the representation?*
  - Start to be active on the social medias from KERIC (post pictures/ videos from the lessons and the everyday life of a volunteer in Slovakia, ...) to show the public which work is done in the organization as well as to promote EVS
- *What would be the most important things that the English teaching volunteer would translate for the community?*

English courses in KERIC:

- The aim of the English courses in KERIC is to motivate children and teenagers to speak English, experience the culture of the volunteer, and have fun while speaking English. The volunteers do not have to be "perfect" at English. His/her role in the lessons is to be the motivation for the students to try to speak a foreign language.
- The volunteer uses methods of non-formal education can make cultural presentations and organise the lessons in a very informal way. This also helps the local people to see education in different light and experience a way of teaching that is different from traditional formal school education.

English courses in schools:

- The volunteer cooperates with one or two schools in Cadca or nearby villages. The aim of the cooperation is to add an international dimension to the classes and to the school as such. The volunteer helps different teachers in the school during their lessons, using non-formal education. It can be language lessons but can also be sports, art, IT, science, math, etc. The volunteers do games, creative activities with the students or support the teacher anyway needed. In some classes, the volunteer might help weaker students or students with disabilities. The volunteer is motivated to get involved in life of the school as such – to take part in school trips, special events of the school, sports tournaments, etc.
- *Which social groups would benefit most from the English language lessons?*

The age of the children that the volunteer will work with is generally 7 to 14. Some lessons are prepared and run together with a young Slovak teacher; some are run

independently, only under supervision (outside or inside of the classroom) of a professional senior teacher.  
The volunteer will also work with youth (aged 15 to 30) and adults, but they are not the main target group.



- *What kind of topics should be covered in the lessons for the needs of the community?*
  - Topics to encourage the kids and youth to involve the language in their everyday life, to break the barrier of speaking.
  - The use of language games, energisers, competitions or board games is more than welcome.
  - Topics which are based on the interests of the participants, so they have the chance to realize how much fun it can be to communicate with someone in a foreign language to build up a relationship and see learning English as a chance for interaction.

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things. Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

## Vietnam



<b>Community Profile :</b>	• <b>Cau Giay District, Hanoi</b>
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The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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### Main characteristics of the community:

**1. How big is the community:**

Population: 300,000

Male/Female: 178000/122000

Area: 1300ha

**2. Average salary:**

USD250/month

**3. Main economic activities:**

Service and light industry

**4. Education accessibility:**

100% populations have access to education of different levels and qualities.

**5. Main community organizations (community council, NGOs...)**

Centre for Sustainable Development Studies

Volunteer for Peace

Department of Ministry and Education

District People's Committee

**6. Government support for community development:**

Cau Giay district has been expanded greatly recently to the West. The government has been investing in infrastructure and education. Many new roads and some new schools have been built and upgraded. Since Cau Giay is the gate to the city from nearby provinces, many villagers and nearby people immigrated to Cau Giay to earn a living leading to pressure on the districts in all areas, especially education and transportation.

**7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)**

Some campaigns by students and local youth about plastic reducing and road law abiding were carried out in the last few years. However, they were not much supported by local government so the effect was not desirable.

**8. Most important celebrations:**

Teachers' Day: 20 Nov

New Year: January 1-3, lunar calendar

Reunion Day: April 30



**9. Most important traditions:**

Like many places in Vietnam, people go to local market early everyday and food is freshly prepared.

**10. Local cuisine specifics:**

Grilled fish  
Fresh spring roll  
Fried spring roll

**11. Social distance (formal/informal communication specifics):**

It is tradition to not be too close to other people (except close friends) when talking. Hugging and kissing are not ways of greetings but shaking hands is acceptable. Smiling is strongly recommended.

**12. Time perception/punctuality:**

Punctuality is what people are nowadays aiming for. Still there is 5-15 minutes of flexibility due to unexpected traffic jam.

**13. Gender roles and related norms:**

Women and men are not yet equal in many aspects, especially in household work and in the way people/men think of women. Beside their daily work at workplace, when home women are expected to do all/most of household work. Also, each family should have a son. Hence, many wives need to keep delivering babies until she has a son. Children follow dad's surname and boys should inherit from parents, not girls.

**14. Personal safety:**

This is a safe area. Pick pocketing happens but should be fine if one's careful enough.

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**Community resource and asset determination**

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>5</sup>

**Questions asked by the local organization to the stakeholders of the community**

**Community social development**

- *Name 3 most significant economic problems in the community*  
Unstable jobs  
Inflation rate
- *How can the volunteers participate in helping to solve each of these issues?*  
Volunteers will help teach English to under-privileged students in this community which will help them prepare better for their future life and get a job more easily.

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<sup>5</sup> Community Tool Box <http://ctb.ku.edu/>

- *Name 3 most significant social problems in the community?*

Air pollution  
Traffic jam  
Chemicals used in vegetables



- *How can the volunteers participate in helping to solve each of these issues?*  
Volunteers can share their experiences, practices in their countries about these related topics. Seminars/workshops on this can also help with awareness raising.
- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*

It will be a more developed community with bigger roads, cleaner environment, more parks, and communal space for local people. Public transportation will be improved and more convenient for people usage. Also, there will be more employment for youth. Youth will be more capable of working in international environment and adapt better with globalization and integration.

- *How could the volunteers contribute in fulfilling this future dream?*  
Volunteers will help improve local youth capacity through English teaching and soft skills trainings. These activities are important and useful in orienting youth's career and improve their job seeking opportunities.
- *How the community is currently represented on social media?*  
The community is not well and much represented on social media. What is often mentioned is that: Cau Giay is a busy community where few hotels and services cater for foreigners. People do not speak much English.
- *What would be the most important things that the English teaching volunteer would translate for the community?*  
Culture exchange  
English improving
- *Which social groups would benefit most from the English language lessons?*  
University students  
Underprovided youth
- *What kind of topics should be covered in the lessons for the needs of the community?*  
There will be a curriculum of 12 – 16 topics including:  
Family and Friends  
Transportation  
Festivals  
Travelling  
Culture differences  
Pre-arranged marriage  
Job and job interview  
Hotel and booking, etc

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things. Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

# HONDURAS



**Community Profile :**

**SAN FRANCISCO DE YOJOA**

The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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## **Main characteristics of the community:**

### **1. How big is the community:**

Population: San Francisco de Yojoa is a municipality composed of its main town, 8 villages and 13 hamlets. The approximate population in all this territory is of 25,000 inhabitants. The main town of San Francisco de Yojoa has an approximate population of **8,000 inhabitants**.

Male/Female: The population is approximately composed by 50.16% women and 49.84% men.

Area: The territorial extension of San Francisco de Yojoa, including adjoining villages and hamlets is of 96.8 km<sup>2</sup> (37.37 mi<sup>2</sup>).

### **2. Average salary:**

The currency of Honduras is called Lempiras (L; HNL), with an exchange rate of US\$1 = L.23.59 and €1 = L.27.78.

The average minimum salary in Honduras depends on the sector of work. In 2017, the average minimum salary is of L.8, 400 (US\$350 or €297) per month.

The average salary in San Francisco de Yojoa is between L.5, 500 – L.6, 000 (US\$230-250; €195-212) per month.

It is important to note that this average salary is not enough to purchase the monthly basket of goods necessary in an average household.

### **3. Main economic activities:**

The region of the department (district) Cortés is one with the biggest growth of Honduras, not only because of the industrial corridor in the region, but also because of the excellent quality of its soil which has favoured agriculture development, also being a region of livestock, commerce and tourism potentials.

San Francisco de Yojoa has 3 main economic activities:

- **Agriculture:** smallholder farmers usually self-called campesinos, used to have banana plantations, and are currently shifting towards the farming of sugar cane for the production of sugar. The area is also full of farms growing bananas and plantains, oranges, pineapples, basic grains and coffee.
- **Livestock:** the main types of livestock being raised are cows, pigs, rabbits, ducks, turkeys, and sheep.
- **Industry:** there are two sugar-mill companies established here, producing approximately 600,000 quintals of sugar per production cycle. There is a textiles enterprise / maquila, and several poultry farms producing chicken and eggs.

#### 4. Education accessibility:

The main town of San Francisco de Yojoa has access to education from preschool up to high school; there is no university in the town:

- Preschool: there are 2 kindergartens
- School: there's 1 school
- High school: there's 1 high school that offers technical degrees in agriculture & livestock, clothing industry, and computer studies.



All of these kindergartens, school, and high school are public (governmental) institutions. It is worth mentioning that unfortunately, the public education system of Honduras faces many challenges, such as high student dropout and repetition rates, a lack of funds, teacher shortages, poor pedagogic training, antiquated curricula, lack of schools, and insufficient alternative education opportunities, among others. The majority of the population does not have access to university education because of many socioeconomic factors.

#### 5. Main community organizations (community council, NGOs...)

The current administration of the town hall/community council of San Francisco de Yojoa is from 2014 to 2017. The 26th November 2017, Honduras is having national elections and new governmental representatives will be elected, including the mayor of San Francisco de Yojoa.

There are 3 NGOs settled and working in San Francisco de Yojoa:

- **Fundación AHLE – Acción Humana de la Luz Eterna:** it offers housing, feeding, and schooling to at-risk male children and youth that come from challenging socioeconomic backgrounds and/or are orphans. It is part of the network of Projects of ICYE Honduras where international volunteers are allocated to do voluntary services during different timeframes.
- **Vivienda del Cordero:** the same as Fundación AHLE, it offers housing, feeding and schooling to at-risk female children and youth that come from challenging socioeconomic backgrounds and/or are orphans.
- **MAMA Project:** it advocates for severely malnourished children, having a nutritional rehabilitation centre, facilitating medical, dental, & construction brigades, and it promotes micronutrient, deworming, & vitamin A strengthening strategies.

#### 6. Government support for community development:

The government support is provided through the town hall/community council of San Francisco de Yojoa. This support is quite limited in terms of community development, the main ones being:

- Infrastructure projects such as paving some roads.
- Certain aid programmes for smallholder farmers / campesinos.
- Sponsorship for art & cultural activities promoting traditions and customs.

The people of San Francisco de Yojoa have been organising themselves in order to carry out community development projects, using the help of several NGOs, such as ICYE Honduras. The community has hosted groups of international volunteers coordinated by ICYE Honduras doing work camps which have constructed several infrastructures for the benefit of the whole community (i.e. classrooms, roads, park), and in some cases the town hall/community council has donated materials necessary for the constructions.

#### 7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)

The only environmentally friendly action carried out as a community is reforestation of areas affected by pollution, climate change, and other factors. This action is mainly done with

schools, but it is quite limited as there is no support from the government, which would be capable of providing the required materials and trees for a high-scale reforestation project.



San Francisco de Yojoa is part of an NGO called AMUPROLAGO - Asociación de Municipios del Lago de Yojoa y su Área de Influencia, which is dedicated to protect the Lago de Yojoa, the only natural lake of Honduras, located next to San Francisco de Yojoa.

### **8. Most important celebrations:**

The most important celebrations of San Francisco de Yojoa, like the majority of Honduras, are linked to religious beliefs and historical aspects, such as customs brought by Spain.

**Semana Santa / Easter Week:** celebrated every year during the end of March or beginning of April, it is full of Catholic traditions, such as processions representing the different stages of the life, death, and resurrection of Jesus Christ, which is done across the nation. Particularly in rural areas, including San Francisco de Yojoa, there is a traditional game that combines Catholic and indigenous origins during which people dress up with colourful masks and costumes of demons, animals and monsters, jumping, screaming, and hitting around, called Jews who are representing a punishment to Judas, the apostle who betrayed Jesus Christ before his crucifixion. During this week, everyone who can goes to the beach or a river for picnics and parties since there are holidays.

**Independence Day:** celebrated the 15th of September each year, which features marches and patriotic speeches, during which all schools participate.

**Christmas and New Year's:** celebrated with gift giving, festive meals, dancing, and fireworks, among others. A custom carried out every year are the posadas navideñas in order to represent when Joseph and Mary together with their newly-born Jesus were searching for shelter; they involve organised group of people who will go from house to house asking for "shelter" whilst singing Christmas carols & religious hymns and reciting bible verses.

### **9. Most important traditions:**

Since its foundation the 20th February 1887, San Francisco de Yojoa has been a town maintaining and practicing traditions and customs. Some important traditions are:

**Feria Patronal / Patron Saint Festival:** it is celebrated the 4th October every year in honour of Saint Francis of Assisi, an Italian Roman Catholic friar who is the official saint of San Francisco de Yojoa. During the celebration, the community participates in processions honouring the patron saint, including night processions with fireworks, horse-back riding, traditional games such as the carrera de cintas (belt race), and a carnival with live music of traditional Honduran & Central-American instruments like the marimba and caramba.

**Folklore Dance Festivals:** San Francisco de Yojoa is well known for organising national competitions of folklore dance, during which schools and high schools compete in different categories, wearing typical dresses influenced by Colonial/Spanish traditions and indigenous ancestors, dancing different traditional songs.

**Día de la Cruz / Day of the Cross:** celebrated in May each year during which people decorate small wooden crosses with flowers and coloured paper, and place the crosses in front of their homes in anticipation of the start of the rainy season.

### **10. Local cuisine specifics:**

Honduran cuisine is very much varied as it contains elements that come from our indigenous ancestors, Spanish traditions brought during Colonial times, creole customs, and African-descendant cooking styles. In general, Honduran typical food is based on corn/maize, beans, meats, seafood, rice, dairy products, vegetables, legumes, and fruits. Honduras produces high-quality renowned coffee, and is drunk in all regions. Throughout the different regions of Honduras, you'll particularly find corn/maize as a basic ingredient, for example to make

tortillas, which is a type of thin, unleavened flatbread made from finely ground corn/maize, eaten to accompany almost every meal. The beans are also very distinctive of Honduran cuisine; the varieties of beans used are native to Central America, its flavour is uniquely very delicious to native and foreign palates!



Examples of local cuisine, which can also be found throughout the country, are:

**Burritas:** a large stack of tortillas with different layers, which can include whole or mashed refried beans, fried plantains, white cheese, sometimes rice, a kind of meat which can be beef, chicken or pork sausage, scrambled egg, avocado, and sometimes accompanied with a kind of thickened semisweet cream called *mantequilla*. The name *burrita* should not be confused with Mexican burritos, the origin being from the word *burro*, meaning a donkey, an animal used in rural areas to transport different things, and since this dish is easy to carry, it is very practical to have it as a take-away meal.

**Baleadas:** a traditional Honduran dish composed of a wheat flour tortilla, that is, a type of unleavened flatbread which can be thick or thin, folded in half and filled with different ingredients, the main ones being mashed refried beans, crumbled or grated cheese, and a type of sour cream called *mantequilla*. You can also add other type of ingredients into a *baleada*, such as scrambled eggs, avocado, plantains, chicken, pork, among others, topping it off with a hot sauce and/or *encurtido* (pickled vegetables and legumes, especially onions). *Baleadas* are thought to have originated in the Caribbean coast of Honduras, where the tortilla is prepared with coconut oil. They are a very practical meal at any time of the day, easy to have it as a take-away, to prepare it yourself, or as an after-party snack! The experience to eat a *baleada* will give you the opportunity to have a bite of the basic various flavours you can find in the mouth-watering Honduran food!

Before every meal, Hondurans always say: *ibuen provecho!*

### **11. Social distance (formal/informal communication specifics):**

These are some common characteristics in regards to social distance:

#### **GREETINGS:**

- Hondurans shake hands when being introduced and this is often accompanied by other forms of greeting and affection. Women greet each other with a kiss on the cheek, and may do the same when departing. Good friends will kiss on the cheek and engage in a light hug.
- With small groups, it is usual to greet and say goodbye to everyone individually.
- When people shake hands, the free hand is often on the other person's shoulder or arm.
- People often use *'usted'* (the formal version of 'you') when meeting someone for the first time, rather than the more familiar form, *'tú'* or *'vos'*.

**HUMOUR:** The sense of humour in Honduras is very different to the one in other countries: we use a lot of word play and double meaning and joke about everything. Honduran humour is sometimes difficult to understand and foreign people can feel attacked by Honduran humour (and vice versa).

**CONFLICTS:** Hondurans do not always directly say things when they have a conflict with someone; they tend to "beat around the bush" thinking that this will prevent any harmful comments.

**GESTURES:** Instead of pointing to a direction or an object with a finger, Hondurans rather do so by pouting their lips and point with their mouth.

In San Francisco de Yojoa, like in the majority if not all, rural communities, there are these characteristics:

- The concept of personal space, values closeness; lack of closeness may be offensive because it implies rejection or serious illness.
- Personal relationships are important. It is common practice to greet people warmly, to ask about family, and to show an active interest in their lives.
- When passing someone in the street, people say hi regardless if you know each other or not.
- Visiting is a common pastime on Saturday afternoons and Sundays, and visits are often unannounced.
- Guests are often offered juice, soda, or coffee and sometimes sweets. Accepting food is expected and eating it all is a sign of appreciation and gratitude. If a guest does not feel like eating, the host may wrap up food to send home with the visitor.
- *Campesinos* are a little more inhibited with body language, when greeting they usually shake hands, and their handshakes tend to be soft. Rural women greeting a person they are fond of may touch the right hand to the other person's left elbow, left shoulder, or right shoulder (almost giving a hug); depending on how happy they are to see a person.



San Francisco de Yojoa is a tight knit community, regardless of the different social classes. The community frequently comes together for events and one can see the people more fortunate going out their way to help those less fortunate within the same community, bringing things like food or clean clothes.

### **12. Time perception/punctuality:**

Generally, Hondurans have a relaxed attitude to timing but it depends on the situation. In general terms, for work-related activities, most Hondurans tend to be on time, but for informal activities, there tends to be a socially acceptable timeframe to, for example, arrive to a meet up with a friend. For example, generally, arriving 30 minutes later than the time invited to a birthday party, is not unusual.

For instance, the people of San Francisco de Yojoa are very relaxed in terms of time informally; if you arranged to meet someone, you might expect them to be late. However when it comes to school/work the people are very good at being on time.

### **13. Gender roles and related norms:**

In most of Honduran population, machismo still prevails, that is, the attitudes of men being strong and unemotional, while women are vulnerable and needy.

Honduras has this very conservative culture, very rooted to religious influences and because of the fact that the government is not completely secular. Unfortunately Honduran public education system does not have an appropriate sexual education due to religious concepts of sexuality, resulting in many social problems (i.e., teenage pregnancy, HIV/AIDS, STIs transmissions). Not only is abortion illegal, but also the emergency contraception morning after pill is illegal.

Linked to this machismo attitude, as a sense of men being 'manly' and self-reliant, an unfortunate form of sexual harassment exists especially in the streets: men making whistles, saying expressions and others to women walking by, which are usually colloquial expressions apparently attempting to flatter feminine beauty but with the seldom purpose of proving manhood to other men. This usually happens only when there is a group of men, not individually.

All of this is gradually changing in Honduras, and younger generations are changing mentalities. Many men are realising there needs to be gender equality in a thriving nation. This is a very slow process, maybe happening a bit faster in cities than rural areas, but progressing overall.



For instance, although there is not so much a "macho" community within the men of San Francisco de Yojoa, the roles of genders are deeply marked, for example, the women are the ones who clean, prepare food and care for the family. However, within the younger generation you see many girls studying the more typically "male" courses at the high school, so there is a push towards more equality.

#### **14. Personal safety (specific areas, pick-pockets, walking alone in the dark...):**

It cannot be denied that Honduras has many socioeconomic challenges, accentuated by a long history of corruption, poverty and crime, nonetheless, Honduras is a nation filled with hard-working people living worthy lives in thriving intriguing lands.

The most common perils throughout Honduras for common citizens commuting, especially in cities, are robberies of mobiles/cell-phones whilst walking in the streets. Taking precautions decreases the possibilities that this happens.

An international volunteer who has been living in San Francisco de Yojoa during 10 months since January 2017, expressed:

*"During my time here I have never once felt unsafe. During the day, I feel safe to walk about by myself. Just like the rest of the world, you just have to have common sense. Someone in my host family got their phone stolen during the day, but that could happen anywhere. You're advised to avoid walking about by yourself at night which is understandable."*

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### **Community resource and asset determination**

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>6</sup>

### **Questions asked by the local organization to the stakeholders of the community**

#### **Community social development**

- *Name 3 most significant economic problems in the community*

Honduras has experienced a moderate recovery since the 2008-2009 global economic downturn. Despite this encouraging trend, economic gains over the past several years have largely favoured the middle and upper classes, leading to greater income disparity in the country. Poverty and under-nutrition continue to rob many Hondurans of the opportunity to lead a productive life, hampering the development of the next generation. More than 62 percent of Hondurans live below the national poverty line and are without access to basic services such as clean water, energy, and infrastructure (only 20 percent of the roads in Honduras are paved).

The 3 most significant economic problems in San Francisco de Yojoa are:

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<sup>6</sup> Community Tool Box <http://ctb.ku.edu/>



1. **Lack of sources of employment:** there is not much of a variety of work for people to choose from, the main ones being the agriculture, livestock, and industry sectors.
2. **Deficient education system:** there are many days that students do not have class, the quality of the courses could be improved, and the options they have to study could be more varied.
3. **Difficult access to transport in and out of the community:** it is located 6.6 km (4.10 mi) from the main highway, and the roads are not completely paved, therefore it is very complicated to travel without having to think about how to get to nearby towns that lead to the main highway. This also affects the possibilities of commerce development.

- *How can the volunteers participate in helping to solve each of these issues?*

In order to contribute to the solution of these issues, volunteers could participate in the following ways:

- **Entrepreneurship Skills:** carry out activities with the group that will participate in the language course, which involve the development of personal entrepreneurship skills to change their mind-set from job seekers to job creators.
- **Best practices on Self-education:** instil the idea of looking into opportunities of self-education alongside traditional schooling, which at the same time would require the development of computer skills.
- **Social Media Dissemination Strategies:** teaching locals how to use social media to promote the community, raising awareness of what it offers, which could lead to pressuring the government to resolve road infrastructure issues

- *Name 3 most significant social problems in the community?*

Honduras has been gradually opening its doors to information, education, and technology. Yet for all its efforts to modernize and democratize, high social inequalities still prevail. Honduras ranks 121 out of 187 countries surveyed in the Human Development Index of the United Nations (which ranks the world's countries according to several social factors, such as equality).

The 3 most significant social problems in San Francisco de Yojoa are:

1. **Emigration:** a variety of domestic factors, including a lack of economic opportunity, are driving people to leave the country, mainly settling in the USA, Canada and Spain.
2. **Remittance Dependence:** many families receive money from family members living and working abroad, causing that some people who receive remittances have an incentive to reduce their own labour because they know that their relatives working abroad will send them money regularly.
3. **Family Disintegration:** some factors causing this are parents migrating abroad due to high unemployment and underemployment; lack of education; lack of a loving, supportive environment within the family; macho attitude of wanting to have as many children as possible; among others.

- *How can the volunteers participate in helping to solve each of these issues?*

In order to contribute to the solution of these issues, volunteers could participate in organising different activities that promote an entrepreneurial mind-set together with children, youth, and their families. Fostering key qualities of entrepreneurship such as creativity, the ability to keep going in the face of hardship, and the social skills needed to build great teams. These activities could at the same time, help family members to interact with each other, and analyse

together how to resolve community problems, focusing in local solutions rather than pursuing a life abroad. Entrepreneurial thinking can strengthen rural businesses and reinvigorate an entire community.



- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*

A community leader of San Francisco de Yojoa expressed:

*"I see a community with a permanent source of jobs, with a paved road of easy access to the main highway, with 90% of school-age children and youth in schools and high schools, with support programmes for single mothers, with conscious citizens taking care of the environment, with a local government that supports micro and small enterprises, implementing programmes and projects for community development."*

- *How could the volunteers contribute in fulfilling this future dream?*

The volunteers could contribute in fulfilling this future dream by donating their time, skills, and energy to support the community that will value the opportunity to participate in a course that will develop English skills and encourage the development of ideas to solve problems that affect the whole community. Inspiring the children and youth with new ideas and giving them the opportunity to learn and interact with volunteers from different cultures, will allow them to broaden their personal horizons and instigate them to building a more just community.

- *How the community is currently represented on social media?*

Currently, the town hall/community council of San Francisco de Yojoa has a Facebook account where news of celebrations and traditions of the community are posted: [www.facebook.com/municipalidadesanfranciscodeyojoa/](http://www.facebook.com/municipalidadesanfranciscodeyojoa/)

There are also other Facebook pages set up by individuals, such as: [www.facebook.com/sanfco.deyojoa](http://www.facebook.com/sanfco.deyojoa)

- *How can the volunteers help in advancing the representation?*

The volunteers can help by teaching the community how to create an official social media account with the aim of promoting the different aspects that the community offers to visitors, together with nearby touristy places, such as:

- **Lago de Yojoa:** this is the only natural lake of Honduras, home to bio diverse ecosystems.
- **Cataratas de Pulhapanzak:** the highest waterfalls of Honduras, 43 metres (141 feet) high.
- **Parque Nacional Cerro Azul Meámbar – PANACAM:** a national park with 250+ species of birds and many other animals and flora.

- *What would be the most important things that the English teaching volunteer would translate for the community?*

The most important things that the English teaching volunteers could translate for the community is a sense of exchange and encounter between people with different cultural backgrounds, living together and sharing everyday responsibilities, learning English skills together and developing solutions for the community's needs. Volunteers should bring a positive attitude, embrace a culture of sharing, keep an open mind, make learning and sharing a commitment, and remembering that helping people is commendable but where possible, it is better to help others help themselves.

- *Which social groups would benefit most from the English language lessons?*

The social groups that would benefit most from the English language lessons are a group of 40 children and youth, aged 12-17, from low-income families, and who are currently attending school and high school.



- *What kind of topics should be covered in the lessons for the needs of the community?*

In regards to English learning, the lessons should include basic topics such as grammar composition, but moreover conversational skills and vocabulary applied to daily life situations.

In regards to community development, the lessons should include topics on entrepreneurship, using the fact of the touristy options present in the region to develop business and/or social entrepreneurship ideas.

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things. Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

# MEXICO



<b>Community Profile :</b>	<ul style="list-style-type: none"><li>• <b>Xpujil, Campeche</b></li><li>• <b>Sanahcat, Yucatán</b></li></ul>
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The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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## Main characteristics of the community:

### 1. How big is the community:

**Xpujil, Campeche:** Population: 3984  
Male/Female: 1902/2082

**Sanahcat, Yucatán:** 1900 inhabitants, of whom 49% are women and 51%, are men; it is considered an indigenous municipality in which 88% belong to the Mayan Yucatec people (SEDESOL 2010), it covers an area of 54.93 km<sup>2</sup>.

### 2. Average salary:

**Xpujil, Campeche:** 2,025.06 pesos per month

**Sanahcat, Yucatán:** 2,025.06 pesos per month  
(approx. €100)

### 3. Main economic activities:

**Xpujil, Campeche:** Public service, small businesses, tourism, agriculture, and livestock

**Sanahcat, Yucatán:** Masons, plumbers or electricians, transportation service, and women work as domestic employees or in shops, these activities are carried out in the urban centres of Yucatan, mainly in Mérida, capital of the state, and also in tourist centres such as Can Cun, and Playa del Carmen, located in the state of Quintana Roo.

### 4. Education accessibility:

**Xpujil, Campeche:** Kindergarten (2), Primary (3), Secondary (1), Baccalaureate (2 face-to-face, 2 online), University (1 face-to-face, 1 online).

**Sanahcat, Yucatán:** In the community there is a kindergarten, two primary schools, and a secondary school. Youth have to travel to a neighbouring community (10 minutes away from Sanahcat) to continue upper secondary education, there is no university where youth migrate to Merida, the capital of Yucatan.

## **5. Main community organizations (community council, NGOs...)**



**Xpujil, Campeche:** City Council, curated by City Hall, local ejidal commissariat, work groups, micro-regions, productive sectors, Biosphere Reserve Directorate, NGOs.productive sectors, Directorate of the Biosphere Reserve, NGOs.

**Sanahcat, Yucatán:** a group of women who work textiles, tourist service group, U Yich Lu'um

## **6. Government support for community development:**

**Xpujil, Camp:** Official programs (PESA, 70 y +, Prospera, Procampo, school breakfasts, etc).

**Sanahcat, Yuc:** there is the presence of the commission for the development of indigenous peoples, programs for food security, programs of donation of merchandise and delivery of money to students and mothers. It is important to mention that these projects are mainly assistance and paternalistic, and so do not encourage or generate community processes with a view to achieving sustainability.

## **7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)**

**Xpujil, Camp:** Sanitary landfill, rainwater collection systems, conservation and production projects.

**Sanahcat, Yuc:** There are currently no actions aimed at caring for the environment, this is one of the proposals of U Yich Lu'um

## **8. Most important celebrations:**

**Xpujil, Camp:** Feria de San Isidro (month of May), carnival, anniversary of the municipality

**Sanahcat, Yuc:** There are two main traditional celebrations and they are held twice a year. At least once a year a ceremony is held to ask for rain and have a good harvest.

## **9. Most important traditions:**

**Xpujil, Camp:** Día de muertos (Day of the Dead)

**Sanahcat, Yuc:** The celebration of the Day of the Dead, the dress, the Mayan language, the food of the community.

## **10. Local cuisine specifics:**

**Xpujil, Camp:** Mix of flavours, for this is a place with migrants from various parts of the country. Basic food is corn in different ways, mainly tortillas.

**Sanahcat, Yuc:** The basic food is corn (the tortillas and is also found in foods and drinks). Pork meat is consumed, approximately once a month, beef and foods that come from traditional agriculture.



### **11.Social distance (formal/informal communication specifics):**

**Xpujil, Camp:** Easy access (federal highway and state highway), mobile phone signal, landline, and internet.

**Sanahcat, Yuc:** We have internet, telephone signal is scarce. We have a good road that connects with the capital and other surrounding communities.

### **12.Time perception/punctuality:**

**Xpujil, Camp:** Relaxed perception of time

**Sanahcat, Yuc:** The time is relaxed and with appearance of slowness, some people still take rest breaks in the afternoons. Generally we are unpunctual, when meetings take place an hour later.

### **13.Gender roles and related norms:**

**Xpujil, Camp:** Women mainly take care of the home and the children; men go out to work (although the changes are increasingly noticeable).

**Sanahcat, Yuc:** In the community both young and adult men occupy the public space (the plaza, they go out to work) although it is important to mention that women are in greater need to leave the community to obtain a job, also, it is the women who mainly take care of the housework, and the care and upbringing of the children.

For the community, the daily greetings is important, especially to the elderly, otherwise it is considered as a lack of respect, in this way, confidence can be generated for possible future dialogues.

### **14.Personal safety (specific areas, pick-pockets, walking alone in the dark...):**

**Xpujil, Camp:** It is not recommended to go outside alone during the night, mainly in the outskirts of the population, secure doors, and windows during the night. It is recommended not to travel alone to the tourist sites.

**Sanahcat, Yuc:** The community is very quiet and you can travel at any time of day without problem, almost no violent acts are reported.

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### **Community resource and asset determination**

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes

the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>7</sup>



## Questions asked by the local organization to the stakeholders of the community

### Community social development

- *Name 3 most significant economic problems in the community*

#### **Xpujil:**

1. Lack of employment
2. Precariousness of existing employment
3. Shortage of services and basic products

#### **Sanahcat:**

1. The lack of jobs and therefore of economic solvency causes families to take loans which are impossible to pay. leaving them with high debts.
2. The need to search for a safe market for the sale of artisans
3. Lack of support for traditional agriculture

- *How can the volunteers participate in helping to solve each of these issues?*

#### **Xpujil y Sanahcat:**

1. Involving yourself in ongoing projects.
2. Procuring funds from your geographic space
3. Support in the translation of specific documents.

- *Name 3 most significant social problems in the community?*

#### **Xpujil:**

1. Discrimination
2. Breaking the social fabric
3. Generalized apathy

#### **Sanahcat:**

1. Pregnancy and child marriage
2. Alcoholism among young men and adults
3. Loss of identity and community values

- *How can the volunteers participate in helping to solve each of these issues?*

#### **Xpujil:**

Link the subjects of teaching English to the identified social problems, so that the idea of the power of one culture or language over another is broken.

Gaining prior knowledge of the local context, and applying this knowledge in the projects and processes of U Yich Lu'um.

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<sup>7</sup> Community Tool Box <http://ctb.ku.edu/>

**Sanahcat:**

Getting involved in the processes that we have already started  
That the teaching of the English language be based on local issues and  
addressing the understanding and analysis of the problems



- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*

**Xpujil:**

As a community, we are aware of the problems faced by the community, we are critical of the pre established and that we are proactive (in addressing these problems) with a community strengthening from the self-awareness of the cultural roots.

**Sanahcat:**

With the presence of organized groups, producing their own food, with solidarity savings banks and an autonomous educational space in which the value and respect of interculturality are transmitted.

- *How could the volunteers contribute in fulfilling this future dream?*

**Xpujil:**

Once again, linking teaching with social, economic and environmental problems, so that the members of the community see the other languages and cultures as equals.

**Sanahcat:**

Helping to strengthen the community learning space by motivating the community to feel as a possible generator of change.

Involving in the teaching, the respect for diversity and interculturality

- *How the community is currently represented on social media?*

**Xpujil:**

As a community, it is not represented. Different groups of society are represented.

**Sanahcat:**

It is represented through facebook since many inhabitants use this network; it is represented by means of the U Yich Lu'um facebook page, where there is information on the activities and the community life.

You can also find it on web pages that young people make, especially to upload news about the community.

- *How can the volunteers help in advancing the representation?*

**Xpujil:**

Get involved in the design and edition of digital magazines of U Yich Lu'um and allies.

**Sanahcat:**

Yes, the representation would be both locally and internationally.

- *What would be the most important things that the English teaching volunteer would translate for the community?*



**Xpujil:**

Get involved in the design and edition of digital magazines of U Yich Luúm and allies.

**Sanhcat:**

Project proposals

Stories and legends that we would like to share with other people in the world

Internet pages

- *Which social groups would benefit most from the English language lessons?*

**Xpujil y Sanahcat:**

Children and youth

- *What kind of topics should be covered in the lessons for the needs of the community?*

The teaching of community values and principles

Interculturalism

Identity

Human rights

Environmental care

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things.

Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

# ESTONIA



**Community Profile :**

**Narva**

The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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## **Main characteristics of the community:**

### **1. How big is the community:**

Population: 57 130 inhabitants (on 1<sup>st</sup> January 2017)

Male/Female:

Area:

### **2. Average salary:**

- 817,41 euro brutto (in 2016)

### **3. Main economic activities:**

- power engineering, oil shale

### **4. Education accessibility:**

- 10 public schools for 6000 pupils (in 2016). Compulsory education is from 1 to 9 grades, from 10 to 12 grade is high school. There is a school for adults, Narva Vocational Training Centre (provides vocational education), and Narva College of Tartu University (provides higher education, mostly teachers and youth work specialization).

### **5. Main community organizations (community council, NGOs..)**

- Open Youth Centre, Centre of National Cultures, non-formal learning centre VitaTiim, adult learning centre Vestifex, Sport Association Motus.

### **6. Government support for community development:**

- No significant support

### **7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)**

- Not really because of the power engineering and oil shale

### **8. Most important celebrations:**

- New Year's Eve, 8<sup>th</sup> march, St. John Night

### **9. Most important traditions:**

- 

### **10. Local cuisine specifics:**

- meat (mostly pork and poultry) , potatoes, big variety of dairy products

### **11. Social distance (formal/informal communication specifics):**

- 50/50

## 12. Time perception/punctuality:

- Good



## 13. Gender roles and related norms:

- 

## 14. Personal safety (specific areas, pick-pockets, walking alone in the dark..):

- There are some places where it is not advisable to walk alone in the dark, but in general the city environment is not dangerous

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## Community resource and asset determination

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>8</sup>

## Questions asked by the local organization to the stakeholders of the community

### 1) Community social development

- *Name 3 most significant economic problems in the community*
  - The most significant economic issues in our community: lack of job opportunities, loans with high interest, lack of the affordable healthcare, low average salary, low financing for supporting local youth projects, low salaries (low level of education), low financial support for youth activities for majority of youth, not enough funding for schools (food money, teachers), corrupted city government that do not try to solve problems in the community.
- *How can the volunteers participate in helping to solve each of these issues?*
  - Volunteers can share their skills, knowledge and be simply an inspiration to the community. The job issue, for example, could be solved by providing a free training for jobless people considering what market demand is at the present time. The loans can be partly or fully closed by volunteers sharing the knowledge of the finance planning. Affordable healthcare: this issue should be targeted from the beginning-educate community about healthy lifestyle by showing the good example, creating resources in the community etc. Educating the locals on the topic of: economic management, English, critical communication of media, youth activities.
- *Name 3 most significant social problems in the community?*
  - The most significant social problems in our community: lack of youth engagement in the community, lack of affordable social housing for young families, lack of family orientated places to go and things to do, dysfunctional families, alcohol addiction. Intolerance: Estonian and Russian minorities (Narva

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<sup>8</sup>

Comunity Tool Box <http://ctb.ku.edu/>

is almost fully populated by the Russian-speaking minority.) A lot of non-citizens: people don't trust the government (low turnout on election). Locals are not willing to voluntarily take actions in order to make their hometown better, voluntary work on making a difference is not popular, which probably originates from really material values.



- *How can the volunteers participate in helping to solve each of these issues?*
  - They can work with children and fire their interest in learning languages and spread the culture, new life in the city, new ideas, and promotion for non-formal education. To teach young people from the early age to understand that they are a part of the community and they also have responsibility for environment around us. This job could be done with collaborations of volunteers and teachers from kindergartens and schools. The affordable housing can be addressed to the higher level by volunteers gathering information and statistic (survey) about poverty within young families. Volunteers could also find potential investors by gathering and sharing community needs. Even creating a community café all based on volunteers. Make a place for unemployed people where they can be helpful for the community in exchange for something but money (for example if person was an electrician and he could help some old lady with his service she could pay him with fruits or vegetables she has grown in her summer house). Just be a good person and tell people who you are and what you do here. Ask people how they feel about their nationalities living in their hometown, make them reflect on what reasons why they( or their friends, family..) have a such attitude towards others.
- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*
  - If the young people will be educated on the right time we could see an ideal community where people volunteer for the greater good rather than for the personal reasons. The community trusts the government and doesn't allow it to be corrupted. The relationship between the leaders and the citizens is strong and constructive. The community is not aging, the majority of community members are not the elderly, people settle down here, not in another county or even country. People love their country and choose to work on making it better, rather than move away. The community is tolerant and opened to new solutions for old problems. Wage gap between men and women does not exist. The rights of all community members are presented equally and youth has a say in local politics. The community is generally happier. Young people are coming back and they start changing something in the community. New beautiful buildings, new inhabitants with smiling faces.
- *How could the volunteers contribute in fulfilling this future dream?*
  - As it was mentioned earlier volunteers could show the good example to young people to fulfil the future dream. As volunteers are often among young people show them that there is always way to stay in the city and continue education here. Show young people that they can be useful here. It is rather challenging for volunteers to change the attitude that been forming for the past 60-80 years in this community. What can be done: bring together youth that has similar points of view and attitudes in order to develop them.

- *How the community is currently represented on social media?*
  - The social media is currently focused on the local politics, advertising and crime rather than community news. The media does not see the town as a community as they are dividing people mostly socially. Community is represented as a weakest part of the country that no one cares about and people here feel more Russian than Estonian . Also with lowest education level and highest number of alcohol and drug problems. Social media – mainly youth is represented in media. Youth initiative groups and activities organised by forenamed are represented. The opinion of the youth on certain topics such as elections, stereotypes are represented, but rather poorly. Mainly people do not bother to have their opinions presented on bigger and important media platforms. Obviously some members of community feel that they need to leave negative comments on different social media, especially on the topic of local politics.
- *How can the volunteers help in advancing the representation?*
  - Volunteer could represent and lead the dialog between media and community, also gather the local media attention to the community news and needs. Social media is a strong weapon that controls a lot of opinion in the country but the strongest is your own experience so the only way to show that this is not completely true we have to make people come here and see the situation with their own eyes. So for the community it`s good to have some social events that people are glad to visit. Volunteers blog are quite useful especially if these would be put out on some most popular pages such as FB page. The volunteers could talk about the people they encounter in their lives, thus other members of community would be more aware of the variety of opinion in their own community. Some of Donald Trump interview, in order to understand the level of incompetence.
- *What would be the most important things that the English teaching volunteer would translate for the community?*
  - Volunteer could represent and lead the dialog between media and community, also gather the local media attention to the community news and needs. Social media is a strong weapon that controls a lot of opinion in the country but the strongest is your own experience so the only way to show that this is not completely true we have to make people come here and see the situation with their own eyes. So for the community it`s good to have some social events that people are glad to visit. Volunteers blog are quite useful especially if these would be put out on some most popular pages such as FB page. The volunteers could talk about the people they encounter in their lives, thus other members of community would be more aware of the variety of opinion in their own community. Some of Donald Trump interview, in order to understand the level of incompetence.
- *Which social groups would benefit most from the English language lessons?*
  - The youth aged 13-18 : they are learning ability is noticeably better and for a short period of time that volunteers are teaching them they will be able to obtain more than adults. Children, because they are just starting their way,



but also adults and older people because there is a big number of older generation in the community.



- *What kind of topics should be covered in the lessons for the needs of the community?*
  - The greatest benefit from the English language lessons is to be able to communicate with other people, business community, or even with potential investors or simply enhance the CV. It will also help people to understand and learn more while travelling, or just give a sense of personal achievement and fulfilment. Showing that no matter what part of Europe you came from everyone has same problems. Everyone thinks that any other country is better to live in, but not Estonia. Showing them that people from other countries have same problems with unemployment. Just make them see that all people are the same no matter what country they come from. The importance of work in multicultural society, sustainability, the danger of wrong consumption of media, goal setting, topics about media, tolerance and how can words impact on emotional health, emotional intelligence.

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things.

Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

# Cambodia



**Community Profile :** Sneng Commune, Banon District, Batambang Province

The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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## Main characteristics of the community:

### 1. How big is the community:

Population: 17,940 people

Male/Female: 8 689/ 9 251

Area: East Sneng Village, Sneng Commune, Banon District, Batambang Province

### 2. Average salary:

- N/A (there is no fixed salary for the community)
- The main income of the community is generated from agriculture production such as rice farming, animal raising, home gardening
- Some community member move to work at the cities/provinces

### 3. Main economic activities:

- Farming (90%)

### 4. Education accessibility:

- Be able to finish grade 12.

### 5. Main community organizations (community council, NGOs..)

- Commune council
- District Governor
- Provincial Governor
- NGO partners (KYSD, Kapitas Organization...)

### 6. Government support for community development:

- Active participation in the relevant project implementations
- Support to the volunteer program initiative

### 7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)

- Plant the trees, clean the community all together, and restore aquarium.

### 8. Most important celebrations:

- Ceremonies at the pagoda (Khmer New Year, Pchum Ben, Kathen, Meak Bochea Day, Visak Bochea Day ...)
- Wedding ceremony
- Funeral ceremony
- Other kinds of festivities of the community members

### **Most important traditions:**



- Wedding ceremony
- New Year in April of each Year
- Pchum Ben in September of each Year (Ancestor's respecting ceremony) "Moha Ombok Festival", the authorities and people in the community celebrate it together
- Water Festival Day in November of each Year

### **9. Local cuisine specifics:**

- For breakfast: Chinese noodle soup, fried noodles or rice porridge/rice with salty eggs/ fried dried fishes/grilled meats.
- The other two meals usually consist of rice with different kinds of fried vegetables, egg or fish, soups.
- Phork Trer Pray

### **10. Social distance (formal/informal communication specifics):**

- Few telephone network system available (Smart, Mobitel, ...)
- All mobile phone connections generally have internet access

### **11. Time perception/punctuality:**

- Punctuality is very important for working with partner organizations and stakeholders.
- The partner organization and volunteer will discuss the time with teacher at School/community

### **12. Gender roles and related norms:**

- In the village there is still a certain gender inequality noticeable.
- Women for example are always the one who cooks and takes care of the children.
- Also, as a woman, it is not acceptable to be seen with many different men, even if they're just your friends.
- The community always place great effort into taking care of the foreign visitors, especially the volunteer.

### **13. Personal safety (specific areas, pick-pockets, walking alone in the dark..):**

- It is safe to walk around the community

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## **Community resource and asset determination**

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>9</sup>

## **Questions asked by the local organization to the stakeholders of the community**

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<sup>9</sup> Community Tool Box <http://ctb.ku.edu/>

## 1) Community social development



- *Name 3 most significant economic problems in the community*
  - Water system
  - Having drought
  - Road
- *How can the volunteers participate in helping to solve each of these issues?*
  - Teach English (childrens potential to communicate with others and sharing knowledge to the next generation and so on)
  - Exchange with the locals
  - Raise awareness
  - If possible, help to recommend to any funder to support some fund and some technical to the community in order to develop them.
- *Name 3 most significant social problems in the community?*
  - Health
  - Education
- *How can the volunteers participate in helping to solve each of these issues?*
  - By sharing their knowledge and show them how to take a good care of their health and how to have well educated
- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*
  - In the community, it is going to have a majority of resources that can develop our community and also help our economic as well.
  - The community members will have learned even more about waste management and sustainability and found a way to educate and raise awareness to this subject
  - The English of the community members will have improved and there are more English speaking local community.
  - They will have been able to keep the Cambodian culture as a part of the community
- *How could the volunteers contribute in fulfilling this future dream?*
  - We just wish to have them to share the experience and knowledge to our people especially our young generation to build up their confidence and to make sure they are clear with their own goals in the future.
- *How the community is currently represented on social media?*
  - Google
- *How can the volunteers help in advancing the representation?*
  - Giving the ideas and some technical support to the community
  - Raising awareness , clean environment
- *What would be the most important things that the English teaching volunteer would translate for the community?*
  - The kids are going to know the value of education and the needs of the society

- *Which social groups would benefit most from the English language lessons?*
  - High school group (age 8-18)
  
- *What kind of topics should be covered in the lessons for the needs of the community?*
  - Knowing about the literature
  - Knowing about morality
  - Knowing about what kid and youth needs nowadays




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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*
- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bands in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things.

Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.

# CAMBODIA



<b>Community Profile :</b>	<b>Chambok Community Based Ecotourism (CBET)</b> (Chambok commune, Phnom Srouch District, Kampong Speu province)
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The following community profile was compiled based on a community needs analysis gathered by the relevant CODET partner organisation.

The community profile provides a snapshot of the context in your prospective host community. It can provide some insight into the life of the community, and the issues and challenges faced by the community. It also highlights the strengths, opportunities, and resources available among the community.

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## Main characteristics of the community:

### 1. How big is the community:

Population: 3,770 persons (909 HHs-Households)  
Male/Female: 1,919 persons/1,851 persons  
Area: 37,000 Ha

### 2. Average salary:

- N/A (there is no fixed salary for the community)
- The main income of the community is generated from agriculture production such as rice farming, animal raising, home gardening
- Additional income from tourism services provided on a rotational basis according to the fluctuation of the visitors and seasons.
- Some community member move to work at the cities/provinces

### 3. Main economic activities:

- Agriculture production
- Work at the private companies within the area
- Work at the garment factories at the city

### 4. Education accessibility:

- Primary school (within the target community)
- Lower secondary school (within the target community)
- Higher secondary school (At the district or provincial town about 30km to 60km away from the community respectively)
- University (At the provincial town and Phnom Penh city about 60km and 120km away from the community respectively)

### 5. Main community organizations (community council, NGOs..)

- Commune council
- National Park authority
- District Governor
- Provincial Governor
- Community Protected Area Management Committee (CPAMC)/Community Based Ecotourism Management Committee (CBETMC)
- NGO partners (KYSD, Mlup Baitong, LWD, ...)

## **6. Government support for community development:**

- In terms of technical and official recognition to the CPAMC/CBETMC
- Active participation in the relevant project implementations
- Support to the volunteer program initiative
- Promote the CBET establishment and development



## **7. Environmentally friendly actions (recycling, protection of special areas, using local produce etc.)**

- CPA (Community Protected Area)
- Community Based Ecotourism (CBET)
- Promote the composting in agriculture production
- Biogas, Recycling
- Forest Patrolling
- Reforestation
- Culture preservation/Environmental song
- Using only local products from the community
- Motivation of youth active participation and networking (youth club) in natural resources management

## **8. Most important celebrations:**

- Ceremonies at the pagoda (Khmer New Year, Pchum Ben, Kathen, ...)
- Wedding ceremony
- Funeral ceremony
- Harvesting ceremony
- Spiritual ceremony of raining season
- Other kinds of festivities of the community members

## **9. Most important traditions:**

- Wedding ceremony
- Funeral ceremony
- New Year and Pchum Ben (Ancestor's respecting ceremony)

## **10. Local cuisine specifics:**

- For breakfast: Chinese noodle soup, fried noodles or rice porridge/rice with salty eggs/ fried dried fishes/grilled meats.
- The other two meals usually consist of rice with different kinds of fried vegetables, egg or fish, soups.
- They also serve really good (and a little more western-style) food at the community center at the women's restaurant, pre-order/booking.

## **11. Social distance (formal/informal communication specifics):**

- Few telephone network systems available (Smart, Mobitel, ...)
- All mobile phone connections are connected to internet

## **12. Time perception/punctuality:**

- Punctuality is very important for working with partner organizations and stakeholders.
- Punctuality is not as important to most children at the village, because they are quite busy with their daily farming work in assisting their parents in a variety of tasks. For example, the English class is supposed to start at 4.30 pm but it never actually started before 5pm because most of the kids are busy and just don't think about the time much.

### 13. Gender roles and related norms:

- In the village there is still a certain gender inequality noticeable.
- Women are for example always the ones who cooks and takes care of the children.
- Also, a woman is not supposed to be seen with many different men even if they're just your friends.
- The community always make much effort in taking care of the foreigners, especially the volunteer.



### 14. Personal safety (specific areas, pick-pockets, walking alone in the dark..):

- Chambok is a very safe place. There are no pick-pockets and you don't have to be worried while walking alone in the dark (even though not many people do that but just because everyone rides the motorbike).

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## Community resource and asset determination

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.<sup>10</sup>

## Questions asked by the local organization to the stakeholders of the community

### 1) Community social development

- *Name 3 most significant economic problems in the community*
  - *Low income*
  - *Low education*
  - *Waste management*
- *How can the volunteers participate in helping to solve each of these issues?*
  - *Teach English (enhance childrens potential to be involved in future tourism service providers such as local tour guide, cooks and so on)*
  - *Exchange with the locals*
  - *Raise awareness*
- *Name 3 most significant social problems in the community?*
  - *Gender inequality*
  - *Lack of access to education because many children do some sorts of small jobs to support their families and don't have time to study because of that or the families are not able to pay for school supplies*
- *How can the volunteers participate in helping to solve each of these issues?*
  - *Teach English*
  - *Raise awareness*

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<sup>10</sup>

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- *What if you had a time machine and found yourself here in 10 or 20 years - how do you see your community?*
  - *The community members will have learned even more about waste management and sustainability and found a way to educate and raise awareness to this subject*
  - *The English of the community members will have improved and there are more English speaking local guides, which allows more exchange between the tourists and the locals*
  - *They will have been able to keep the Cambodian culture as a part of the community*
- *How could the volunteers contribute in fulfilling this future dream?*
  - *Teach English*
  - *Talk to locals as much as possible to create intercultural exchange*
  - *Raise awareness*
  - *Appreciate and try to adapt to the culture*
- *How the community is currently represented on social media?*
  - Facebook Page: [Chambok Tourguide](#)
  - Facebook Page: [Chambok Community-CBET](#)
  - Website: [www.chambok.org](http://www.chambok.org)
- *How can the volunteers help in advancing the representation?*
  - Update the facebook page, post pictures, tell the tourists about the facebook page
- *What would be the most important things that the English teaching volunteer would translate for the community?*
  - The English language is the worldwide communication. Motivate the children and parent to understand about the importance of the English language which can be extended to their friendship and network with foreign friends.
- *Which social groups would benefit most from the English language lessons?*
  - Local guides
  - Children in the community
  - Cookers
- *What kind of topics should be covered in the lessons for the needs of the community?*
  - Most of the guides already know a lot of English words, so all they need is to practice speaking and improve their grammar.
  - Many children have never studied English before, so for them it might be best to start with the basics, like numbers and the alphabet and later on some conversation words and phrases.

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**Questions which could be asked by the volunteers to better understand the needs of the community at the start of the EVS placement.....**

- *What is special in this community (it could be persons, places, resources, services, etc.)?*
- *What are the main strengths of your community?*



- *What are the upcoming events during my stay? How can I participate?*
- *How strong are the social bonds in your community?*
- *How much do you trust your community members?*
- *Which are the main problems/issues in your community?*
- *How can I personally assist in your community?*



Remember what you have learned about managing expectations when offering to assist in the community! Be careful to only promise what you can realistically offer, for example, sharing skills and knowledge, rather than financial or material things.

Also remember to be culturally aware and sensitive when asking questions, especially of elders. If you are unsure, ask your host organisation for advice first.