

I. Introduction

The current guide is the fruitful result of the analysis of needs, opportunities and risks that a community may have, regarding the development and implementation of EVS projects.

The analysis was conducted as a part of the ACT NOW project (Active Citizenship Through New Opportunities Worldwide, co-financed by the European Commission - Executive Agency for Education, Audiovisual and Culture, through Youth in Action Programme, Action 3.2 Youth in the World: Cooperation with countries other than the neighbouring countries of the European Union, Call for Proposals EACEA/11/10) within the job shadowing activity, and it comprised the analysis of several communities, involving: the work of 2 youth workers from Romania and Sweden, the analysis of 5 communities, the collaboration of 3 NGOs; partner organizations, local stakeholders, and government stakeholders.

The job shadowing activity, in the current context, looked at exposing the youth workers to the reality of several types of socio-cultural contexts where EVS projects can be implemented, to reveal the specificities of EVS project management in general and EVS project management in specific social contexts.

The specific feature of the current job shadowing activity is that it required consistent and direct contribution of the youth workers in their learning process, focusing on the practical learning and exercise through research, community discovery, data collection, direct interaction with key actors in EVS, evaluation and reporting.

The job shadowing activity had multiple objectives: to give the opportunity for the job shadowers to exchange experience and expertise in implementing youth projects in general, EVS projects in particular; to improve the skills related to EVS projects implementation; to enhance their experience in order to be able to identify the specific needs, opportunities and risks within a community or organization regarding EVS projects; to learn how to evaluate their own organizations and communities' capacity for implementing EVS.

The needs and opportunities analysis and risks assessment of the communities in the realm of EVS, was conducted according to the methodology exposed in the "Kit on Needs Analysis and Risk Assessment in EVS", developed by experts as part of the ACT NOW project. That is supposed to be a tool for the country managers in order to conduct in country trainings but also to stand as a tool for other organizations keen on quality and sustainability in EVS projects. The kit explains how to do this analysis and by what instruments, all theory and methodology being applied to EVS features and oriented to facilitate in-depth knowledge of the context and environment within which EVS projects may be implemented so that they can produce maximum impact and efficient use of resources.

The role of this guide is to offer to youth and organizations interested in taking part in and implementing EVS projects, a clear image of the different types of needs, risks and opportunities in relation to the implementation of EVS projects, that can be identified in communities more or less experienced in working in the field of community youth development.

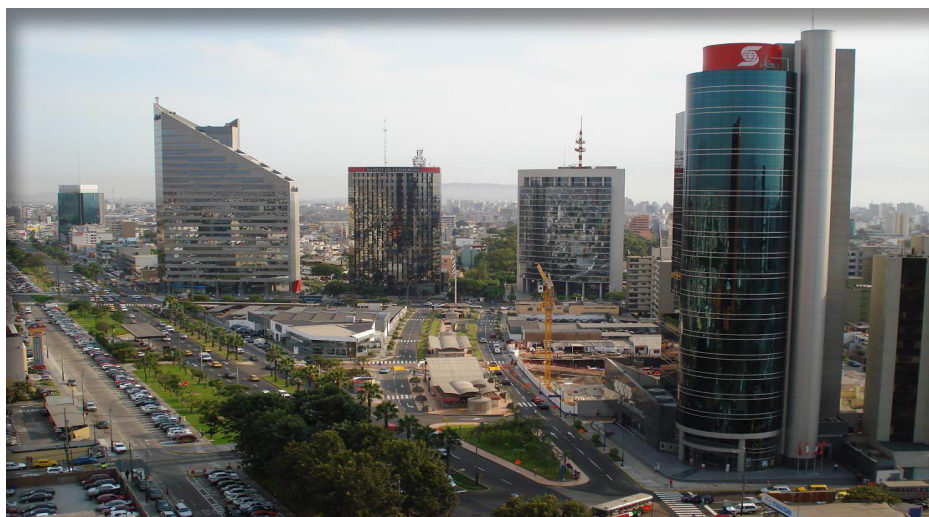
The data comprised within this report was collected by experienced youth workers, by direct contact with representatives of NGO's and local volunteers, by direct observation of activities developed within a series of projects implemented in Peru and by taking direct contact with the people and the culture of the country. The results of this guide form the analysis of the reality, intercultural dialogue and informational exchange generated around EVS projects, with the particularity of having a multicultural perspective and a diversified professional experience.

Special thanks to authors for their effort and dedication to the work accomplished: field work through data collection, documentation, conducting interviews, organizing events, team work, data analysis and much more.

Job shadowing period: 20th of May– 20th of June 2011.

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II. Peru

Location&Geography:

The Republic of Peru (Spanish- República del Perú) is a country in western South America. It is bordered on the north by Ecuador and Colombia on the east by Brazil, on the southeast by Bolivia, on the south by Chile, and on the west by the Pacific Ocean.

Peru is a representative democratic republic divided into 25 regions. Its geography varies from the arid plains of the Pacific coast to the peaks of the Andes mountains and the tropical forests of the Amazon Basin. It is a country with a high Human Development Index score and a poverty level around 36%. Its main economic activities include agriculture, fishing, mining, and manufacturing of products such as textiles.

The Peruvian population, estimated at 29 million, is multiethnic, including Amerindians, Europeans, Africans and Asians. The main spoken language is Spanish, although a significant number of Peruvians speak Quechua or other native languages. This mixture of cultural traditions has resulted in a wide diversity of expressions in fields such as art, cuisine, literature, and music.

Basic information:

Capital city: Lima

Area Land and water: 1,285,216 km²

Population: 29,496,000

Language: Spanish

Cuisine

Peruvian cuisine blends Amerindian and Spanish food with strong influences from African, Arab, Italian, Chinese, and Japanese cooking. Common dishes include anticuchos, ceviche, and pachamanca. Peru's varied climate allows the growth of diverse plants and animals good for cooking. Peru's diversity of ingredients and cooking techniques is receiving worldwide acclaim.

Currency: Nuevo sol

Time zone :PET (UTC-5)



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History

Peruvian territory was home to the Norte Chico civilization, one of the oldest in the world, and to the Inca Empire, the largest state in Pre-Columbian America. The Spanish Empire conquered the region in the 16th century and established a Viceroyalty, which included most of its South American colonies. After achieving independence in 1821, Peru has undergone periods of political unrest and fiscal crisis as well as periods of stability and economic upswing.



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III. Organizations and communities studied

The District of Ventanilla is located in the largest constitutional province, Callao, and the second in population. The district has gone through a process of economic, social, cultural, political, urban change, etc. many of them planned. Territorially, it is inarticulate, untidy, with worrying levels of environmental pollution and has grown with rhythms that have exceeded the capacity of local management. It is located at 34 kilometres West of Lima - Peru's capital - and 18 kilometres north of Callao with a population of 277,685 inhabitants.



Las Flores is a community located approximately 10 minutes away by bus from Ventanilla center or around 5 km. It is 43 km away from Lima center. The community population has mostly youth. Association Jovenes de Buena Voluntad is located in Las Flores. Most of the organizations' activities are developed in Las Flores.

Association Jovenes de Buena Voluntad an NGO working for the youth, partner within the Youth

Empowerment Network. Their mission is to empower youths through promoting and fostering the participation of youth in actions of voluntary service as a part of their contribution to the development of their own community; highlighting their work as agents of change and sustainable development.. Therefore, they offer a various range of activities for children and youths within long term projects. The organization Jovenes de Buena Voluntad has existed since 5 years and has an extensive experience in working with foreign volunteers.

They have partnerships with other similar organizations: Mano a Mano, Native of Peru, Tecsup and with Francia Voluntaire, a French organization for French volunteers who are interested to work with the European Voluntary Service in Peru.

Jovenes de Buena Voluntad have different activities for volunteers all year long which make it safe to implement a long term project in the community.

Mano a Mano exists since 1994, and has developed and implemented projects with a recognized impact in the community. The locals are open and the organization has a significant experience in working with volunteers.

The district of Puente Piedra has more than 200 000 inhabitants. There are around 44 000 male youths from 0 to 20 years old and 43 000 female youths. It is located in the north of Lima and 1 hour away from Las Flores in Ventanilla. One of the neighbor dis-

tricts is Ventanilla. It has 396 educational institutions with around 60 000 pupils studying at elementary schools. There are several NGO:s established in Puente Piedra. Basic needs are not available in all communities in Puente Piedra as a high amount of the population lives in poverty.

La Merced is a community in Puente Piedra where a high percentage of the population is poor. The community has been visited and studied by the job shadowers. La Merced is also one of the communities where the EVS volunteers are going to be hosted, with support from the hosting organization.

Pachacutec is a neighbouring poor district of Ventanilla close to the sea. The community is poor and many households lack water, drain and light. Pachacutec was founded as a project by the president in 1990, mainly for Andean families that wanted to move to rural areas in Lima. It has grown extremely fast within the last years. The community is located 39 km from the centre of Lima. Transportation ways are by bus or taxi. It has 128.565 inhabitants and many of them are young people such as children and youths. 32 % of the population is 12 to 20 years old. It has elementary schools and up to university level. It also has at least 5 other NGO:s working with social work.

Volunteer Work

- **Intercultural communication and multi-linguism**

The majority of people in Peru does not speak English or any other foreign languages besides Spanish, especially when it comes to poor communities. Most of foreign volunteers are recommended by hosting organizations in Peru to have a basic level of Spanish to be able to communicate once they arrive there. This may pose some difficulties both to the volunteers but also to the hosting organizations but it also turns into a plus since



volunteers need to learn Spanish in order to communicate and be able to collaborate with volunteers.

Moreover, representatives of Jovenes de Buena Voluntad have explained that almost all foreign volunteers hosted by the organization have ended up learning Spanish and eliminating communication barriers. The learning has been facilitated also by the fact that all volunteers have been hosted in families with members who do not speak English. Hosting in families has facilitated also the intercultural communication as volunteers were integrated in the family lifestyle and traditional, day to day living.

NGO's who are doing social work are very keen in motivating youngsters to learn foreign languages and thus, among the most common activities developed by foreign volunteers are language workshops for children and youngsters.

The range of activities developed by Jovenes de Buena Voluntad and its partners are offering the volunteers the opportunity to get in direct contact with members of different communities, with the local social realities, with the mentalities, traditions, stereotypes, etc, offering numerous possibilities to improve and to value intercultural communication.

- **Information and awareness campaigns**

The community needs analysis and risk assessment has revealed that Peru has numerous poor communities which are facing also a whole range of problems deriving from economic deprivation, problems like: drug abuse, violence, early pregnancy, school drop-out, high level of pollution, delinquency, difficult access to educational services, etc.

These problems are affecting mostly youth and a positive intervention in the fight against them would be the information and awareness campaigns.

In the community Las Flores where Jovenes de Buena Voluntad is located, the most evident needs identified were related to health education and drug abuse. These are very common issues among young people in the community.

The schools have faced problems like rapes, suicide intents and drugs consumption during school time. Moral and ethics are therefore issues the volunteers could work on together with the young people. Another opportunity for a volunteer would be to offer education about prevention of pregnancies as this is also a significant problem in the community. Very young girls often end up pregnant and thus leave school to take care of their babies.

It also a need to make parents aware that the youth should come away from their domestic surroundings and leave adult responsibilities like taking care of their household and get involved in activities suitable for their ages, interests and formation.

The EVS volunteers will find comfort, support and openness in the community towards volunteers in general. Both hosting families and the community in general show great tolerance and involvement in what the volunteers are doing and often participate at their activities.

The public administration in Peruvian communities is run by directors who need to be consulted and to give their approval before implementing new projects in the community. The directors coordinate and decide which projects are to be implemented in their community. The directors in Las Flores have expressed interest in the EVS projects. They do not doubt that a long term project could have a positive impact, especially in Las Flores, as they are already familiar with the activity of Jovenes de Buena Voluntad, and one of the directors is already one of the host families which has hosted volunteers before.

Therefore in this community, the volunteers have the possibility to:

- promote friendship and understanding among youths through information and awareness campaigns
- organise conferences and seminars regarding youth specific issues
- promote European Voluntary Service among youngsters and the localities around
- organize campaigns on themes such as : alcohol effects, drugs, discrimination, gender equality, smoking, early pregnancy, environment protection, violence prevention, childrens' rights, sexual education, etc.

The campaigns will be designed and organised with the support of the hosting organization in order to facilitate experience transfer and mutual learning.

As in all other communities, La Merced faces the same issues: a high amount of the population suffers from various diseases - HIV is one of them; the population and especially the youths need to get information about how to prevent themselves from getting ill and information about general hygiene; in the poor areas the streets are very dirty with few trash bins, etc.

Students also need to learn other languages to be able to have more professional opportunities. In other communities it has already been proved that students with foreign language knowledge have more opportunities to find a job.

For youngsters coming from poor families it is very difficult entering the university. Public schools have limited places and private schools are too expensive for poor families. This is also an issue as children in poor families do not always get motivation to study to be able to enter public universities.

Campaigns on basic hygiene, HIV prevention, environment protection, campaigns to promote foreign language learning and to motivate youth to study for access to universities are also needed as a response to the needs identified.

- **School tutoring and extracurricular activities**

As there are numerous communities which are facing economic deprivation which relates with schools early drop-outs, low level of education, youngsters do not speak any other foreign languages besides Spanish, etc, school tutoring and extracurricular activi-

ties may come as appropriate methods to prevent and improve some of those situations.

In Pachacutec community, which is one of the poorest in Lima, 32 % of the population has no current employment, 23 % has no higher education level than the elementary school. Youngsters tend to follow the behavior of their friends and family, believing they cannot escape from the extreme poverty and then remain in Pachacutec.

The most evident need is to motivate the children and youth to go to school and activities so they don't end up with drug addiction, school drop-out, low level of education, etc.

The school tutoring in after-schools, week-end schools or summer schools means to assist the children while they are doing their homework, to offer them language classes, dancing, painting, singing classes, interactive games, etc. School tutoring can be quite attractive to children especially if it is provided by a young foreign volunteer as it involves also extracurricular and non-formal education which can be provided in very creative ways.

The organization Mano a Mano which works in Puente Piedra and La Merced communities has established partnerships with an NGO named IRFA and the Catholic Church involving also other young people from the community, to support a project of older women going to elementary school where they learn to read and write. The organization has encountered difficulties in finding teachers to contribute to this project but it collaborates well with youngsters. EVS volunteers may come as a helping hand also.

The organization Mano a Mano can offer work to EVS volunteers, related to school tutoring and extracurricular activities, at libraries, helping children with their homework and explaining content of books and movies.

The volunteers can do the following activities related to school tutoring and extracurricular activities:

- provide language classes for children and youngsters in schools
- work on non-formal education with youngsters and children in schools.
- work with disadvantaged groups to help them integrate in the society
- develop a program of extracurricular activities on subjects that concern the youngsters the most: environment; sports; art & culture; health education, etc.

There is a risk concerning participation of children and youth to after-school programmes or extracurricular activities - in the afternoon, youths might not be able to participate because their schedule is quite loaded either with homework, either with housekeeping activities delegated by parents.

• Fundraising

As the general economic situation in Peru is difficult, most of NGO's are also facing financial difficulties in the development of their activities. Jovenes de Buena Voluntad is using as a method of coping with these difficulties, the selling of personalized products

resulted from their different projects. Moreover, every year, on Christmas, the organization is organizing a social campaign for poor families, collecting food, clothes and other stuff to donate them.

NGO's are also obtaining material support from different stakeholders and even from the public administration of the communities. The Mano a Mano organization, for example, is supported economically by organizations such as Rotary Club, Martes de Francia and French Company Zeb. They describe a lack of economic resources and the difficulties with financing their work which gets more complicated each day.

Volunteers can practice their skills as fundraisers to sustain an already existing project, or to initiate sponsorship campaigning for a various range of issues, from social to environment. Fundraising is fun, challenging, rewarding and a great opportunity to meet lots of new people. There is a whole range of activities that volunteers can put in practice to raise money for different causes.

- **Social inclusion**

Social inclusion offers a wide range of possibilities for volunteers to apply their ideas of projects. Due to the profile of the communities in Peru, there is a great opportunity for developing projects regarding juvenile delinquency, insertion on the labour market, or social integration of certain vulnerable groups.

The volunteers will have the chance to get involved in the social work. Working with disadvantaged children and youngsters, who run the risk of social exclusion because of poverty or because they come from desorganized families.

The volunteers can choose to work on:

- activities of leisure and good use of leisure time, with children and adolescents
- give assistance to other volunteers and coordinators of the association
- to stimulate and to mobilize the community in general and the youngsters in particular to take initiatives by organizing campaigns, raising awareness on the problems that affect the youngsters
- to stimulate the involvement of local authorities through promotion and publicity of organizations and voluntary work
- to contribute to the community development through education
- promote volunteering among the youngsters in the community who don't perceive yet the benefits of being a volunteer

Politecnico is an elementary school with pupils with ages from 6 to 16 years old which is located in the community of Las Flores in Ventanilla. The community is poor with few resources and also many pupils suffer from domestic problems, such as abuse, incest and drug addictions. Last year Politecnico had two cases of suicide intents, most likely because of the conditions at home.

In Patchacutec community youths often suffer from domestic problems such as abuse, incest and consuming of drugs, ending up to be excluded from the society.

- **Organizational development**

The volunteers will have, obviously, an impact on the organization in which they will be working. They can choose to focus their work on organizational development by supporting the staffers in their initiatives and developing strategies together with them; putting in place youth clubs, youth associations, youth enterprises, working with the network of focal points on youth activities; help in the creation of a database of the categories of organizations for youth, their main activities, and the needs they have to better manage their activities. They can also make researches on community development in general and community youth development in particular, or setup partnerships collaboration between the local social actors.

- **Care giving**

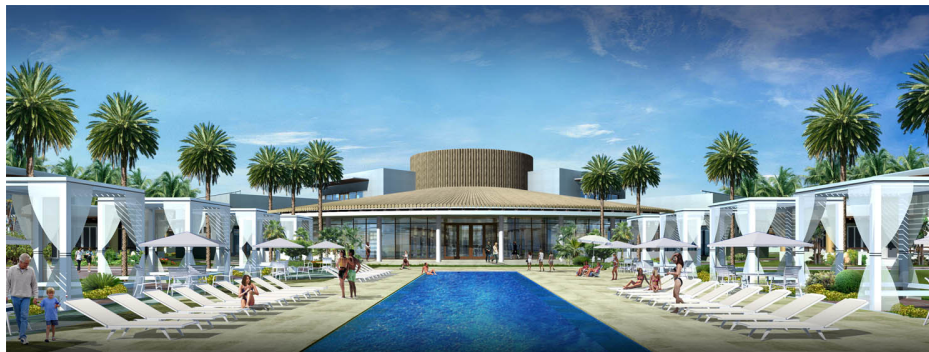
In Patchacutec community are many children with special needs because of abuse and bad nutrition. Inka Wasi is a school for children with special needs where the EVS volunteers could work. The EVS volunteers could give a lot of help to the staff at Inka Wasi. The school has a lack of teachers and many children with special needs do not get the help they need. Also many children need love and care when they don't get it from their domestic areas.

Cultural & free time

Volunteers may find in almost all the communities some shops, banks and some internet cafes.

Cultural activities usually take place in the biggest cities of Peru like Lima or Callao.

In Ventanilla, for example, in the west part it is located a complex , Recreational



“Balneario Blue Cost”, with restaurants, a Castle of games for children, dance halls and sports clubs.

The environment though is quite pleasant: in the North and South are beaches and areas of natural and man-made lakes known as Wetlands of Ventanilla where you can see the flora and fauna of that place.

All large urban communities, provide for volunteers a wide range of cultural activities. There are museums, libraries, concerts of all kind of music, including classical, theatres and cinemas. Being well developed communities, youngsters can find here clubs, bars and other places for leisure and commercial centres.

Most common risks within these communities are related to safety such as robberies, assaults and mugging. According to Jovenes de Buena Voluntad organization, robbery of volunteers during the last 5 years has only occurred once, when that volunteer was carrying a computer bag on the street. Thus, volunteers should not carry valuable things on the streets; they should not walk alone during night time and always follow the advice given by the hosting organization. This risk of being assaulted is much smaller as long as the EVS volunteer follows the advice given.



Learning activities

The organization conducts an orientation and induction meeting with the volunteer, the day after his/her arrival, welcomes the volunteer and gives him/her thanks for participating in our project, tells him/her which will be his/her obligations and tasks. It is named a guide to help the volunteers in the first days who will give information on the community, transport, currency, security, possibly dangerous areas warnings, and other important aspects.

Something really important that the volunteer should have in mind is the Spanish language knowledge. An intermediate level of Spanish is required as minimum. Without this level of Spanish as a tool to work within the community a volunteer cannot make a significant contribution to the projects because the people in the community only speak Spanish. If the volunteer is not at this level, Jóvenes de Buena Voluntad could help him/her to find the best program to improve his abilities in Spanish before the project starting.

Language training: The volunteers will take Spanish classes together with other foreign volunteers. The volunteer will take Spanish classes starting with his/her level of knowledge.

Task-oriented training: The organization provides trainings especially designed for each type of project.

Basic training on volunteering: The volunteer will assist to trainings containing basic information on volunteering (principles, rights, responsibilities, etc), together with the



local volunteers.

Cooking classes: The organization will provide cooking classes to teach the volunteers to cook traditional Peruvian dishes.

Classes on Peruvian tradition and culture: The volunteers will receive classes containing basic information on Peruvian culture, tradition and folk.

History classes: The volunteers will receive classes on the history of Peru.

Company: During the first months the volunteers will be assisted by other local volunteers and helped to discover the community and the places to spend the free time.

Mentoring: The volunteer will have a mentor to help him integrate easier. The mentor will be a person with experience in the volunteering field. The mentor will support, will offer advice and will assist the volunteer during his/her entire stage. The volunteer can call the mentor at any moment and situation, especially in emergency situations.

Working team: The volunteer will be integrated in a team of local volunteers helping him/her to learn team work and collaboration. The organization will take into account permanently the volunteer's opinions concerning his/her activities. The volunteer have weekly meetings with the mentor and with his/her working team.

Accommodation & food

The volunteers will have the opportunity to live for the entire duration of their stay with one of the community's families which contributes to their integration, participation and getting a better understanding of the social and economic reality and at the same time of certain behaviour patterns of the Peruvian families in daily situations. The volunteer will be provided with a room and will have complete access to the bathroom shared by the family, shower, toilet, running water.

In the hosting families the most basic needs will be fulfilled except the service of hot water. Many families in Las Flores community, for example, are not able to afford hot



water. One rule that Jovenes de Buena Voluntad has is that a family will not pay more for a service in the house just because a volunteer is staying there. The volunteer cannot ask for hot water just for him or herself if the family is not able to afford this. Also, sometimes the water in the houses will stop some hours during the day. The volunteer should be prepared for this. The water always returns after some hours.

The host family is responsible for providing food to the volunteer during his/her stay in the project. The volunteers will have to share some domestic responsibilities with the hosting family.

Organizations

Jóvenes Buena Voluntad a local and regional organization deeply involved in community volunteering; they have a strong local taken in all their programmes involving a large group of stakeholders.

The people working in the organization are all volunteers who organized themselves in a group that wanted to help the community. The organization has the headquarters in Ventanilla and works with volunteers from this community but also with volunteers from the neighbouring cities like Lima and Callao.

The project will have a permanent coordinator who will orient the volunteer in all aspects of the project and who will offer all the support needed.

The office of the organization has a computer and internet connection; the volunteer can also bring his/her own laptop and connect to internet.

Contact person: Jose Luis Quiñones, EVS country manager, tel: +511-553-7117,
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<http://jovenesdebuenavoluntad.blogspot.com/>

IV. FAQ - Frequently asked questions on the European Voluntary Service

1. What is the European Voluntary Service (EVS)?

EVS is a partnership project between two or more organisations allowing young people to do a voluntary service in another country.

The aim is to develop solidarity and promote tolerance, mutual understanding and active citizenship (particularly European citizenship).

A strong focus on training and personal and task-related support helps young people develop skills and competences which will be useful in their future employment or education.

2. How can I apply to become an EVS volunteer?

An EVS project is a partnership between two or more promoters (organisations). These promoters are responsible for recruiting volunteers for their project. If you want to be an EVS volunteer you have two options:

a) Contact an organisation that is recruiting volunteers for a granted project

OR

b) Contact an organisation to discuss starting a project

You can contact organizations accredited in working with EVS by following: www.yesforevs.eu, www.clickonevs.eu, www.ardr.ro.

A volunteer participates in EVS through a Sending Organisation in the country where he/she is legally resident and a Host Organisation which receives and hosts the volunteer during the Service period.

In order to get in contact with an organisation you may consult the database of accredited organisations (<http://ec.europa.eu/youth/evs/aod/>).

3. What are the criteria for becoming a volunteer?

Age: volunteers must be 18 - 30 years old on the application deadline (young people with fewer opportunities can participate from age of 16).

Home country: volunteers must be legally resident in the country of the Sending Organisation.

4. Do volunteers have to pay anything?

EVS is free for volunteers, and you receive free accommodation and food, insurance and pocket money. The only thing you have to pay is a small part (maximum 10%) of your travel costs.

5. How long does an EVS project last?

- Service period abroad: 2-12 months (or a minimum of 2 weeks for young people with fewer opportunities and groups of 10 or more volunteers)

- Total duration of the project, including preparation and follow-up: max. 24 months

6. What type of work do volunteers do?

There are many possible fields, e.g. culture, youth, sports, children, cultural heritage, arts, animal welfare, environment and development cooperation.

7. What countries can volunteers go to?

Eligible countries are listed on page 17-18 of the Programme Guide.

Volunteering can take place in any 'Programme Country', 'Neighbouring Partner Country' or 'Other Partner Country of the World', but volunteers from Partner Countries must carry out their Service in a Programme Country.

8. What restrictions are there on the voluntary Service?

The Service must:

- take place in a country other than volunteer's country of residence
 - be unpaid and non-profit making
 - last between 2 and 12 months (except for young people with fewer opportunities and large groups - see Question 5)
 - represent a clear European or international added value
 - benefit the community
 - not involve job substitution
-

9. Can young people with fewer opportunities participate in EVS?

Yes - EVS is open for all young people, whatever their background and no prior knowledge should be required.

Special efforts are made to help young people with fewer opportunities, including those with disabilities, to participate.

10. What do volunteers learn through EVS?

Volunteers acquire and improve skills related to their personal, educational and professional development, e.g. through:

- personal support (from a mentor)
- task-related support (from a supervisor)
- language training

There are also common trainings for all volunteers (normally organised by the National Agency or SALTO) covering issues such as:

- basics of social engagement and voluntary work
- conflict resolution
- group dynamics
- intercultural learning
- values of EVS

The learning in EVS is referred to as “non-formal learning”. This is learning which, although being carefully planned, is voluntary and takes place outside the formal education system through active participation.

11. Do volunteers get a certificate after the project?

Volunteers have the right to receive a Youthpass after completing their Service. The EU uses the Youthpass to ensure voluntary activity is recognised as an educational experience and a period of non-formal learning. An achievement report is filled in jointly by the volunteer and the Host or Coordinating Organisation and given to the volunteer.

12. I still have a question - where can I get help?

There is more information in the Programme Guide.

Do not hesitate to contact at any stage the various groups that are here to give you help, training and advice - your National Agency (or the Executive Agency, if your country does not have one), the Eurodesk network and SALTO Youth Resource Centres.

Also, feel free to contact any of the organisations mentioned in the present guide.

They can provide information or advice on things such as how to develop your project ideas, find a partner organisation or fill in your application form. They are available to help you before and after your project is set up.

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