Good Practice, Responsible Exchange & Volunteering

A Guideline for Practitioners

Developed as part of the African German Youth Initiative
Introduction

Detailed Contents Pages
Linked for easy access

Chapter 1: Guidelines as a Resource Tool Kit for practitioners in youth exchange & volunteering

Chapter 2: Guidelines in Detail

SECTION 1: Organisational and Partnership Considerations
SECTION 2: Applications and Pre-departure Considerations
SECTION 3: Implementation Guiding Principles
SECTION 4: Post-project Guidelines for Practitioners
SECTION 5: Notes to the Guidelines
SECTION 6: Annexures
INTRODUCTION

Guideline for Good Practice
and Responsible Volunteering and Exchange

The following manual has been developed with funding support from GIZ as part of the African German Youth Initiative (AGYI) service offer with sector inputs consolidated by a working group of experts in the field of cultural & knowledge exchange and youth mobility. Click here “Background to the AGYI” or see page 53.

The purpose of the manual is to provide useful information and guidance for exchange practitioners, stakeholders and roleplayers to improve the quality of youth exchange and lead to responsible growth in the sector. It is recognized that exchange is a broad and diverse sector and it is unlikely that one Guideline will cover every aspect of every type of exchange. The Guideline will provide useful insights into key considerations for most forms of exchange as it looks at operational, logistical and legislative aspects for the sector. Some aspects may be more relevant to certain exchanges than others, legislation is with reference to South Africa and SADC partners should cross-reference their laws for applicability and some sections may speak strongly to your operational needs and interests while others may not.

User Friendly Format
The guideline is presented as follows:

1. Detailed contents page for easy reference with “click links” to relevant sections of the document.
2. CHAPTER 1: Guidelines as a resource tool kit for practitioners in youth exchange and volunteering
3. CHAPTER 2: Guidelines in Detail considers each of these topical areas in more detail. In text “click links” facilitate navigation to other relevant sections, annexures and templates.
4. Notes to Manual and Annexures provides further detail on sections, includes useful templates, links to on-line resources and other interesting content.

While not an exclusive resource for African – German exchanges and the Engagement Global programs, it should be noted that these were influential in how the working group considered the content that is presented.

Guidelines lead by Mike Denison (WESSA – AGYI South Africa)
Acknowledgements – AGYI Guidelines Working Group
Bergit Schweizer, Dennis Lane, Andreas Moeckel, Mpolokeng Setswammung, Dambisa Dube, Walusungu Ngulube, Siphiwe Mhlangeni & Sandile Mgidlana.
CHAPTER 1: GUIDELINE RESOURCE TOOL KIT ................................................................. 10

Key terms and definitions ......................................................................................... 12

Acronyms .................................................................................................................. 12

Volunteering ............................................................................................................. 13

Exchange .................................................................................................................. 13

Exchange Platforms and Programs ........................................................................ 13

Exchange Practitioner ............................................................................................. 14

Exchange Participant .............................................................................................. 14

Alumni ...................................................................................................................... 14

Multipliers ............................................................................................................... 14

Projects requiring special consideration ............................................................... 15

CHAPTER 2: GUIDELINES IN DETAIL ..................................................................... 16

SECTION 1 Organisational and Partnership Considerations .................................. 17

Legal status of Organisation to participate as an exchange practitioner ............... 17

Registration ............................................................................................................. 17

Partnerships and Networks .................................................................................... 17

i. Selecting and building partnerships .................................................................. 17

ii. Memorandum of Understanding .................................................................... 18

iii. Communication plans .................................................................................... 18

Project design & Operational Plans ....................................................................... 19

The Operational plan .............................................................................................. 19

Community of Practice ......................................................................................... 20
Legislative requirements ........................................................................................................................................ 20

Insurances related to the business .................................................................................................................. 20

SECTION 2 Applications & Pre-departure Processes .................................................................................. 21

Supporting applicants – defined, logical process for applications ................................................................. 21

   i. Point of contact ........................................................................................................................................ 21
   ii. Clear and accurate correspondence, strong up-to-date websites & media platforms ................................ 22
   iii. Selection Criteria – ................................................................................................................................. 22
   iv. Application requirements – what is needed and what to do .................................................................. 22

Supporting successful applicants .................................................................................................................. 23

   a. Bookings ............................................................................................................................................... 23
   b. Visas ...................................................................................................................................................... 23
   c. Insurances related to the participants .................................................................................................... 23
   d. Getting travel ready ............................................................................................................................... 23

Communication between host and sending partners related to successful applicants ............................... 24

SECTION 3 Implementation Guiding Principles .......................................................................................... 25

Policy documents ........................................................................................................................................... 25

Staffing ........................................................................................................................................................... 25

Arrival and Orientation – Hosting ................................................................................................................. 26

“Welcome / Arrival Pack” on landing ........................................................................................................... 26

   i. Welcome letter ..................................................................................................................................... 26
   ii. Organogram of the host Organisation .................................................................................................. 27
   iii. Contact details card ............................................................................................................................ 27
iv. Plan for the week .............................................................................................................. 27
v. Participant Details Document .......................................................................................... 27
vi. Written indemnity for signing ......................................................................................... 28
vii. Code of Conduct for signing ........................................................................................ 28
viii. Basic introduction to local language sheet (useful phrases) ........................................ 29
ix. HIV / Aids information document ............................................................................... 29
x. Health & Safety information sheet ................................................................................ 29
xi. Cultural Diversity insights and information ................................................................. 30
xii. Activities and contact numbers for free time fun planning ......................................... 30
xiii. T-shirt / arrival branded goodie ................................................................................ 30

Orientation to the project ...................................................................................................... 30

Accommodation ..................................................................................................................... 32

1. Shared house ..................................................................................................................... 32
   I. Housekeeping ............................................................................................................... 32
   II. Basic rules and expectations ...................................................................................... 32
   III. Meals .......................................................................................................................... 32
   IV. Appropriate signage .................................................................................................. 32
   V. Getting around ........................................................................................................... 32
   VI. Safety / responsible travel ....................................................................................... 32
   VII. Supervision .............................................................................................................. 33
   VIII. Crisis management .................................................................................................. 33

Shared house benefits: ......................................................................................................... 33

Typical shared house challenges: ........................................................................................ 33
2. Home hosting ....................................................................................................................................... 34
   I. General Considerations ................................................................................................................. 34
   II. Host and participant preparation ................................................................................................. 34
   III. Unique considerations ................................................................................................................. 34
   IV. Culturally appropriate behavior ................................................................................................. 34
   V. Introduction into the family ........................................................................................................... 34
   VI. Living & integration ....................................................................................................................... 34
   VII. Crisis management ....................................................................................................................... 34

Home hosting benefits: ......................................................................................................................... 34
   I. Cultural emersion ............................................................................................................................ 34
   II. Relationship building .................................................................................................................... 34
   III. Project relevance ........................................................................................................................ 34

Typical home hosting challenges: ........................................................................................................ 35
   I. Living & integration ......................................................................................................................... 35

3. On-Project Living ................................................................................................................................. 36
   I. General awareness and preparation – ............................................................................................... 36
   II. Importance of “being a role model” ................................................................................................. 36
   III. Living & integration ....................................................................................................................... 36
   IV. Organisational structural awareness .............................................................................................. 36
   V. Recharge time ................................................................................................................................. 36

Benefits of on-project living: ................................................................................................................ 36
   I. Project connectivity, emersion and relevance .................................................................................. 36
   II. Logistics and participant management .......................................................................................... 36
Typical on-project living challenges: .......................................................... 36
Transportation ......................................................................................... 38
In-house transportation service (12 or more passengers) ....................... 38
In-house transportation service ............................................................... 38
Registered transportation service provider ............................................ 39
Informal transport service providers and local transport operators ......... 39
Monitoring and Evaluation .................................................................. 40
Why monitor and evaluate a volunteer/exchange program? .................. 40
What is monitoring? ................................................................................ 40
What is evaluation? .............................................................................. 40
Developing your M&E Plan ................................................................. 41
How to use the information to improve your volunteer/exchange program.. 42
Sharing your lessons learnt ................................................................ 42
Exchange / Volunteer Project Close Out ........................................... 43
Written / oral feedback – Exit interview ............................................. 43
Departure plan ....................................................................................... 44
“How to remain connected / active” – Support Planning & enhance the Multiplier Effect .................................................. 45
  1. Alumni network ............................................................................. 45
  2. Change Action Projects ................................................................. 46
  3. Social media ................................................................................ 46
  4. Fundraising .................................................................................. 46
  5. Exchange / Volunteer Ambassador ................................................ 46
SECTION 4 Post-project guidelines for practitioners

Sending organisations ........................................................................................................ 47
Mandatory ........................................................................................................................... 47
  Provide emotional support ............................................................................................. 47
  Debrief ............................................................................................................................... 48
  Reverse Culture Shock / re-entry shock ......................................................................... 49
  Alumni networks: .......................................................................................................... 49
  Multipliers ......................................................................................................................... 50
  Sharing experiences with the broader public ................................................................. 50
  Returnee Transitioning .................................................................................................... 51

SECTION 5 Notes to the guideline

African German Youth Initiative ....................................................................................... 53
German Exchange Platforms and Programs – Engagement Global Exchange and Volunteering Programs ........ 55
Seminars ................................................................................................................................ 58
Southern African Alumni Network – Profile Document .................................................. 60

SECTION 6 Annexures ........................................................................................................ 62
Annex 1 – Logical Framework Template .......................................................................... 63
Annex 2 – Application Form (Specimen) ......................................................................... 64
Annex 3 – HIV Awareness specimen ............................................................................. 65
Annex 4 - Code of Conduct – SAMPLE – customize to suit your organisation ................ 66
CHAPTER 1: Guidelines as a Resource Tool Kit for practitioners in youth exchange and volunteering

As an organisation practicing in the field of youth exchange and international volunteering, you are assuming a set of roles and responsibilities that require mechanisms for implementation and resources to fulfill your duties in a responsible, legal and meaningful way. As an exchange practitioner you must clearly understand your position in the exchange landscape, adhere to legislative requirements and act in a way that enables youth to engage in meaningful and relevant exchanges and volunteering.

**Purpose** – why are you assuming these roles and responsibilities?

**Practice** – are you knowledgeable about the detail required to practice in a responsible way and do you have the resources to achieve your purpose?

**Partnerships** – are you engaging in the exchange landscape as an equal partner or are you a recipient to someone else’s purpose and practice?
Plan – do you have a suitably well considered and detailed plan to deliver responsible experiences that exemplify best practice?

Legal – is your organisation compliant and protected to undertake the responsibilities of hosting or sending participants on exchange and volunteering experiences?

Equipped and Resourced – have you considered the implications on your organisational capacity and human resources to engage as an exchange practitioner?

The “Package” – to meet the roles and responsibilities attached to volunteering and exchange, you must have a holistic and comprehensive “package” that considers and delivers to pre-placement, placement and post-placement activities. For each of these, your organisation will undertake a series of actions and shoulder a set of responsibilities in order to deliver quality experiences that are life enriching.

GUIDELINES FOR PRACTITIONERS – Good Practice, Responsible Exchange & volunteering provides a structured and relatively detailed tool kit designed to support practitioners in the exchange landscape. The purpose of the guidelines is to facilitate increased quality of experience in how organisations think about and deliver on exchange and volunteering. Drawing on the guidelines to improve your position and practice in the exchange and volunteering sector is voluntary. The guidelines are the output of a collaborative exercise which included input from civil society exchange practitioners, NGOs, quality management organisations and the South African government.

The only thing to do with good advice is to pass it on. It is never of any use to oneself.

Oscar Wilde
(1854 – 1900, Irish playwright, poet and writer)
Key terms and definitions

Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGYI</td>
<td>African German Youth Initiative</td>
</tr>
<tr>
<td>ASA</td>
<td>ASA Exchanges</td>
</tr>
<tr>
<td>AUC</td>
<td>African Union Commission</td>
</tr>
<tr>
<td>BMZ</td>
<td>Federal Ministry for Economic Cooperation and Development</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Benefit Organisation</td>
</tr>
<tr>
<td>DIRCO</td>
<td>Department of International Cooperation</td>
</tr>
<tr>
<td>DPME</td>
<td>Department of Planning Monitoring &amp; Evaluation</td>
</tr>
<tr>
<td>EG</td>
<td>Engagement Global</td>
</tr>
<tr>
<td>ENSA</td>
<td>Entwicklungspolitisches Schulaustauschprogramm</td>
</tr>
<tr>
<td>GIZ</td>
<td>Deutsche Gesellschaft für Internationale Zusammenarbeit</td>
</tr>
<tr>
<td>IO</td>
<td>Implementing Organisation</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organisation</td>
</tr>
<tr>
<td>NYDA</td>
<td>National Youth Development Agency</td>
</tr>
<tr>
<td>PDP</td>
<td>Professional Drivers Permit</td>
</tr>
<tr>
<td>SAGENet</td>
<td>South African German Network</td>
</tr>
<tr>
<td>SAwN</td>
<td>South African Weltworts Network</td>
</tr>
<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>WESSA</td>
<td>Wildlife and Environment Society of South Africa</td>
</tr>
</tbody>
</table>
Volunteering

Contemporary “volunteering” involves the sharing of one’s knowledge and / or time on a project or activity that contributes to a mutual benefit of sharing and learning. Volunteering is not intended to replace local jobs but provide added-value to existing efforts. This may include physical travel to the project / activity site which could be in a foreign country. Volunteers may or may not be required to pay a fee to participate as a volunteer in order to off-set some or all of the costs associated with their participation. Volunteer projects are usually implemented by civil society, schools or government entities. The term voluntourism is often used inter-changeably with volunteering, but for the purpose of this framework, voluntourism is in reference to private sector volunteer practices.

“Voluntourism” is a relatively recent form of volunteering which involves participatory travel where the volunteer engages in an organised community or wildlife / ecological project typically implemented by private sector organisations.

Exchange

Intercultural / cultural exchange – a program that allows participants to live and work or learn in another country for a certain period of time. Exchanges allow for rich experiences, enhance a global perspective and promote diversity by helping participants and the individuals in their host countries to share and learn about each other’s’ cultures.

Knowledge exchange – the sharing of knowledge between individuals or organisations. Knowledge exchange does not necessarily require a physical exchange and several exciting platforms exist for knowledge exchange partnerships between countries, schools, universities and arts and culture groups.

Youth mobility – within the context of this guideline, youth mobility refers to the physical movement of youth between countries for the purpose of exchange.

Exchange Platforms and Programs

A diverse range of platforms and programs for exchange exist and they cater for people or groups of all ages and skill sets. Exchanges can be online exchanges or physical mobility exchanges and are implemented through civil society partners, educational facilities, governments and the private sector. The appropriate platform or program for an exchange will be governed by the intent of the exchange partners and what they wish to achieve through exchange. For details on German South African exchange formats and platforms, click here “German Exchange Platforms and Programs” or go to page 55.
Exchange Practitioner
An organisation (school, civil society, government or private sector) who acts as a host or sending partner in an exchange relationship. Also referred to as a partner organisation or PO.

Exchange Participant
A person who participates in an exchange.

Alumni
Participants become exchange alumni on completion of the project or program they have participated in. Alumni are encouraged to register on the alumni network database on completion of an exchange in order to remain active through the alumni network. The Southern African Alumni Network has recently been initiated and this is detailed in Chapter 3.

Multipliers
The term refers to optimizing exchange benefit by creating an environment with appropriate support mechanisms to enable alumni to bring their exchange experience to more people. Through the multiplier effect, the exchange of one is the benefit of many. Change projects, public presentations, skills transference mechanisms and knowledge sharing are examples of how exchange participants can bring the benefit of their learning and experiences to their home countries and in turn contribute to sustainable development, youth development agendas and local economic development.
Projects requiring special consideration

While most forms of social and educational projects run high risks that can have long term, detrimental effects on the beneficiaries, the host organisation and/or the participants, there are some extra sensitive projects that require specialized attention in the design, implementation and management of exchange within their operations.

Projects where there are specific legal requirements, for example around protection, confidentiality, client/patient relationships etc are beyond the scope of this guideline. These require specialist considerations that must go into the design and operations of exchanges as they are highly specialized and sensitive sectors. No project should be implemented without considerable expert advice and operational plans must be extremely detailed and strictly adhered to.

Participants on these projects must undergo considerably more intensive and specialist selection and preparations. The on-site management and support mechanisms must be detailed and adhered to.

In the absence of this, projects in these categories are potentially more destructive to the intended beneficiaries and have the potential to do long term damage to all role-players.

Some examples of these projects include:

- Vulnerable children and orphans
- Children affected by violence and abuse
- Substance abuse survivors
- Persons affected by family violence and abuse
- Working with disabilities
- Working with sex workers
- HIV/AIDS work
- Lesbian, Gay, Bisexual, Transgender, Intersex & Questioning
CHAPTER 2: GUIDELINES IN DETAIL

All knowledge is connected to all other knowledge. The fun is in making the connections.

Arthur C. Aufderheide (1922 – 2013, palaeopathologist and expert on dissecting mummies)
SECTION 1

Organisational and Partnership Considerations

Legal status of Organisation to participate as an exchange practitioner

Registration - Organisations practicing exchange must be appropriately registered with the relevant Department in their country – types of registration include Non-Government Organisations (NGO), Section 21 companies and Community Benefit Organisations (CBO).

Partnerships and Networks

i. Selecting and building partnerships - In the exchange landscape, partnerships are central to success. They are the foundation from which healthy collaborations culminate in meaningful exchange. Partnerships are agreements made by consenting organisations to share resources for mutual gain. Within the exchange sector, transparency, openness and honesty are critical to sustained trust, growth and benefit.
Beyond the host and sending partnerships, organisations and exchange practitioners should consider adhering to other networks and be aware that there are several other partnerships and networks within and across the exchange sector which enable opportunities, provide guidance, oversight and support to the sector and aim to enhance quality, consistency and meaningfulness of exchanges.

ii. **Memorandum of Understanding** – the MOU lays out the detail around the understanding between the partners. The MOU provides a mechanism for the partners to clearly define:

- intent of the partnership – shared aims and objectives
- selection process for participants
- mechanisms and criteria by which projects are selected, monitored and evaluated
- role of volunteers in the organisation
- responsibilities of the partners

MOU templates and guidelines are available on-line to assist your development process. See Template Lab [http://templatelab.com/memorandum-of-understanding/] for a range of support materials.

iii. **Communication plans** are vital to healthy relationships/partnerships in exchange.

I. **Operational communications** – who in each organisation is tasked to communicate what.

II. **Reporting** – collaboration and clarity on who in each organisation reports on what, how frequently, to whom and who is copied on reports to be agreed by partners

III. **Outward facing communications** – partners should agree on what should, and what should not be communicated. Include mechanisms in the plan to assist in defining or working through sensitive aspects in order to protect both partners.

IV. **Sales and Marketing** – Each organisation will adhere to the agreed principles of the communication plan which will detail branding, logo use, press releases and use of photos and it is suggested that the following platforms are dealt with in the plan:

- Websites
- Social media platforms
- Print brochures
- Magazine articles
- Radio / Interviews
- Trade shows
- Word of mouth
- Government channels
- Exchange platforms
Project design & Operational Plans

Meaningful exchanges cannot happen in the absence of a strong project design and operational plan. It is suggested that the project design is undertaken as a collaborative exercise by both partners. A shared *vision* enables clearer design, planning and implementation as all activities will be directed towards achieving that vision. You may find that using the logical framework approach (the logical steps and actions which must happen) for delivery of the exchange experience is useful tool. Click here or go to page 65 for a template example which will assist in how you think about exchange as a project that has an aim, objectives, inputs, outputs, outcomes and indicators by which you can monitor and evaluate your project offering.

The Operational plan is the tool which allows you to implement the project plan and is important because it optimizes your organisations performance, informs staff of roles and responsibilities and strengthens your partnership because it acts as a communicative tool for hosting and sending. The plan will address:

I. Where are we now?
II. Where do we want to be?
III. How do we get there?
IV. How do we measure our progress?

The operational plan plays a further critical role in ensuring you can do what you set out to do on the budget you have. Detail can vary considerably in the operational plans from one organisation to another, but it should take the following points into consideration:

- Clear objectives
- Activities that need to be undertaken
- Quality standards we want to achieve
- Outcomes from the exchange process
- Staffing and resources that are required
- Implementation scheduling / timetables
- Process to monitor progress, share with partners
Each member of the partnership will have its own operational plan which is linked to the delivery of the project design (logframe). The operational plan must be shared and understood by all the key role-players in the exchange for a seamless and powerful exchange experience from pre-placement, through project placement and into the alumni network space.

Some partnerships will want to include a **risk analysis** as part of the operational plan. This is recommended as it ensures that both partners have carefully considered the risks associated to their roles and responsibilities in the exchange partnership and these risks have been mitigated where possible or suitable mechanisms (contingency plans) to deal with the risks have been put in place.

**Community of Practice** – It is important to recognise the value of operating in a ‘community of practice’. In this way organisations working in a similar field can share experiences and lessons learnt through networks and collaborative platforms. This enables the sector to grow and adds weight to collective ‘voice’ of the sector which ultimately should leverage further support and investment into youth exchange and volunteer service programs. In the spirit of ever-evolving collectively towards ‘best practice’, take the opportunity to share the findings and reflections of your monitoring and evaluation processes through your network platforms.

**Legislative requirements** for host and sending partners to consider – it is suggested that these are covered in the operational plan.

**Insurances related to the business** (public liability and vehicle / passenger liability cover) – There are very specific legislative requirements that must be adhered to in terms of insurance as a “business” and must include public liability insurance. In the case of transportation, you must have the legislated cover to transport passengers. It is important to remember that exchange involves a money transaction, and this brings with it specific additional considerations for a practitioner such as vehicle certificates of fitness and professional driving permits (PDP) to transport participants.

Click “**Transportation**” or see pp 38 for further details related to vehicles and transportation.
Applications & Pre-departure Processes

Communicate – communicate – communicate

Applying to undertake an exchange can be daunting with the amount of information out there, diversity of destinations, scope and scale of projects etc and it is therefore extremely important to establish a clearly defined, logical process for potential participants to follow. Information must be clearly communicated and correct. This will not only contribute to a more streamlined application process, but it will facilitate stronger matching of individuals to projects which in turn leads to more meaningful and beneficial exchanges.

Supporting applicants – defined, logical process for applications

i. **Point of contact** – as part of the operational plan, you should have roles and responsibilities of organisational representatives/business divisions clearly defined and this is communicated through the application process (meetings, telephonic and digital). This will include details (email address, telephone number and where possible a name) for first point of contact and a contingency should they not be available or contactable.
ii. Clear and accurate correspondence, strong up-to-date websites & media platforms – if you are using digital mediums as part of your exchange marketing and management, it is important to invest appropriately into maintaining these. You can include insights into education for sustainable development, global citizenship, change project case studies etc. Effective web management also allows for clear and accurate descriptions of the exchange “product” you offer and how this contributes to your organisational aims and objectives. The benefit of digital is that it becomes your primary tool for communication and acts as an excellent medium for the preparation of participants through strong Q&A pages, visa requirement pages, what to bring, what to expect and past participant reviews and stories of change. Websites can be designed to include data capture tools which streamline operational management. Participants who interface with strong digital mediums are more likely to come well prepared, hold appropriate expectations, engage with the working environment and present less problems for you to manage on a day to day level.

iii. Selection Criteria – While international exchange aims to be non-discriminatory and inclusive, the reality is that it is not necessarily a “one size fits all” package. The criteria for your exchange experience must be agreed to with your partner and shared with potential applicants. Criteria such as age, gender, previous experience, relevant qualifications etc may need to be taken into consideration. It can be a worthwhile exercise to support your criteria with reasons to avoid potential applicants feeling excluded for unjustified reasons.

iv. Application requirements – what is needed and what to do – step by step, check-box applications are usually the easiest approach and make for the least stress to applicant and lowest work for your organisation. This process can be presented on your website.

   i. **Letter of motivation to participate** – (1) develop a template to ensure consistency and manageability for processing or (2) develop an online process for ease of communication.

   ii. **Clearly structured, with ALL relevant detail needed application form** – click “Annex 2 – Application Form” or go to page 66 for an example of an application form. You may choose to have digital online application forms or downloadable forms from your website. Online forms can feed directly into a database for easy management.

   iii. **Police clearance** – Supply an advice note to the participant (electronic or as online info) which (1) explains why a police clearance is required, (2) what is done with it and (3) how they go about getting a police clearance.

   iv. **Reference letter/s** – provide a template for the participant to use (this can be a downloadable document from your website).
Supporting successful applicants – develop a detailed document or represent on your website the following areas of support for successful applicants who you will be hosting / sending.

a. Bookings – provide information support and contact for service providers to assist placements with their booking processes.

b. Visas – provide information support and contact details for visa agencies, Department of Home Affairs and useful websites that placements can refer to when going through the visa application process.

c. Insurances related to the participants - Insurance issues should be addressed as part of the operational plan. Each organisation should have clear information for participants detailing what insurance is mandatory and what is an optional supplement – and procedures for getting cover.

d. Getting travel ready – while seminars (Click Seminars for more detail) are frequently used within the exchange sector and may cover many / all of the aspects below, it is important as a practitioner to ensure the points below are addressed. In partnerships where seminars are not used as preparation, it is important to develop specific communicative tools to convey these points. This can be as a “Guide for Participants” or as online links for participants to follow.

i. What to do’s & What to Expect – as part of the supporting documentation / website, it is advised to have a step by step support document of who does what when. While many topics are expanded on below, it is worthwhile providing suitable information on aspects such as accommodation, transport, managing begging, appropriate mechanisms for donations (which must not be handouts but managed through a specific system by the host organisation) as well as general information on the weather and any special considerations affecting the participant etc.

ii. Health, safety and pre-departure processes to ensure smooth country entrance. Include detail on specific medical insurance requirements your organisation might have, for example, a minimum repatriation amount etc.

iii. Establishing and facilitating communications with host organisation – engage with participants prior to arrival and build a relationship with them which starts before they depart their home country. As a sending organisation, it is important to introduce participants to the host organisation prior to departure.

iv. Manage expectations through clear, accurate communication

v. Language – some basic awareness around language in the host country is important. On arrival, more specific attention can be given to this (see below Welcome / Arrival Pack section)
If you have knowledge, let others light their candles in it.
Margaret Fuller
(1810 – 1850, Journalist, Critic and Women’s Rights Activist)

vi. Socio-political considerations – seminars best equip participants going on exchange, but in the absence of this, appropriate preparatory readings and information must be shared with participants going on exchange.

vii. Cultural considerations – while it is important to not reinforce cultural stereotypes, it may be necessary to address some cultural aspects to prepare participants. Developing appropriate preparation materials should be done in collaboration with your project partner.

viii. Recommended readings – provide a list of recommended readings, website links including useful youtubes, Ted talks etc to assist participants in preparing for their exchange.

ix. Code of Conduct – as it is recommended that participants sign a code of conduct on arrival, it is useful to share this prior to their arrival and give them time to consider the responsibilities attached to being an exchange participant. Click here or go to page 61 for a look at an example of a code of conduct for the sector.

x. Photographs and social media – pre-arrival information on appropriate and respectful use of photographs and social media is encouraged. This can be part of your code of conduct. You can learn more about the Code of Conduct on Images and Messages by visiting http://www.deeep.org/codeofconduct.html.

Communication between host and sending partners related to successful applicants
The process for sharing of applicant information should be detailed in the operational plan and include:
   a. Online or manual application template with all relevant details (click here - Annex 2 – Application Form (Specimen) which should be shared between the partners.
   b. Flight / Travel itinerary of participant
   c. “Safe Travel Letter” from host organisation
      i. Specific details regarding their collection at the airport
      ii. Name of the receiving person and contact details for them as well as for a back-up person in the event the fetcher is not contactable
      iii. 24/hr contact number of host organisation
      iv. Rough program outlining what the participant can expect on arrival (detail for day one and two)
SECTION 3

Implementation Guiding Principles

Policy documents
In the interests of good governance and transparency, it is advised that you develop organisational policies as it relates to practicing exchange.

a. Drugs, Alcohol, other abuse  
b. Language, racism, sexism  
c. Hosting & changes resulting from participant miss-match; conflict management  
d. Transportation policy  
e. Donations and hand-out management  
f. Disciplinary policies (staff and participants)  
g. Exit strategy (in the event that a participant has to return home)

It is important that staff know the policies and it is advised that participants are informed of the policies and have access to them should they wish to review and understand the organisation better.

Staffing
This is unique as to how each organisation needs to be staffed. For organisations new to exchange, it must be stressed that appropriate resources (human and other) are carefully considered and appropriately planned for in order to undertake the responsibilities associated to exchange.
Under-staffing is a frequent challenge faced by small organisations. It is easy to under-estimate the demand that exchange (hosting or sending) places on the organisation and this can bring about detrimental outcomes to the good intentions.

Some exchange platforms, such as the Engagement Global suit, have specific staffing requirements for practitioners. Seminars and trainers may be part of a network and it is important when engaging in an exchange format that you and your partner organisation explore what support mechanisms and funding are available and how you access these.

Typically, an exchange project will require staff beyond the usual organisation’s compliment. Exchange coordinators, mentors and possible extra support staff are likely positions you must consider. Their roles and responsibilities would likely require them to have good organisational skills, be socially competent and sensitive, have a good grasp of the organisation and its work and be able to problem solve. Clear roles must be attributed to these positions and participants must have clarity around the organisation’s staff support to their project.

Arrival and Orientation – Hosting

For many participants the trip may be their first experience of travelling alone and / or their first trip abroad. It is important that appropriate care on arrival is planned and implemented. The following minimum recommended requirements on landing is laid out below and it is suggested that the participant receives the “Welcome pack” immediately on arrival (at the airport). This acts as a security blanket for new arrivals and reinforces that they have come to an organized placement that is well prepared for them. Orientation to the project is the natural follow-on from arrival and should be carefully considered and planned.

“Welcome / Arrival Pack” on landing

i. **Welcome letter** – this is typically scan read by arrivals as they depart the airport. It is a short, personalized letter of welcome which includes details such as the name of the person who has met them, where they are going, who will meet them at the end of the drive and that person’s designation.
ii. **Organogram of the host Organisation** – names (with photos is good) with their position/portfolio and contact details

iii. **Contact details card**
   A durable “business card size” contact details card with the following numbers for participant to keep in their wallet
   - Main organisational contact numbers
   - Emergency contact numbers (Police, fire & ambulance services)
   - Consulate numbers
   - Recommended public transport service provider (taxi) numbers
   - Doctors and hospitals (and if possible ones that might at least speak the official language of the country of the volunteer)

iv. **Plan for the week** – outline of activities that the participant can expect from the moment of arrival and covering the first week on the project. Include important contact details of host staff and their designations on this document.

v. **Participant Details Document** – to be checked and signed on the first evening of arrival. The details document must include:
   1. Personal details – Name, passport number, email address
   2. Special medical and dietary requirements that host staff should be aware of
   3. Insurance details & contact numbers
   4. Their emergency contact details
   5. Flight details – do not assume the details you have received prior to their arrival are correct.

   IMPORTANT - The participant must sign off on this document
vi. **Written Indemnity for signing**

An indemnity form must be read and signed by the participant. It is necessary to have this document in the first language of participants. For minors, a parent or guardian should receive and sign the host organisations indemnity prior to their departure from their home country, and in the language of the home country. Where an intermediate or placement organisation is used, it is still highly recommended that the host organisation has their own signed indemnity before hosting participants, and particularly minors.

While many consider indemnities to be unnecessary, legal opinion suggests an indemnity is worth implementing as part of your practice despite the fact it can be challenged in a court of law.

vii. **Code of Conduct for signing**

Click here “Code Sample” or go to page 66.

Participants are representatives of your organisation while they are on a project and they must be aware of carrying this responsibility. The Code of Conduct ensures that (1) participants are knowledgeable, and therefore supported in keeping with the ethos and operating principles of the host organisation, and (2) that should they not adhere to behavior and practices as promoted by the host organisation of which they have been informed of, it is likely to have consequences on their exchange experience.

It is suggested that the code of conduct include the following minimum sections:

- General accepted behavior and commitment to the project, adherence to the work schedule and Program (time, place etc)
- Tolerance and appropriate and respectful behavior as it relates to language, religion, gender, race, cultures, social conditions
- Dress code (ensure participant is informed of what could be considered inappropriate)
- Organisational communication and protocols for conflict resolution
- House rules expected of participants – washing up, cleaning, noise, alcohol on site etc
- Accepted and not accepted practices – procedures / permissions for staying away from the project accommodation facility
• Travel considerations where applicable – such as wearing seat belts, no driving in vehicles where the driver has been drinking, no travelling in vehicles alone where the driver is unknown etc.
• Awareness of drug policy (this should be available for them to review)
• Awareness of alcohol policy (this should be available for them to review)
• Use of dangerous equipment (if relevant)

IMPORTANT - The participant must sign off on this document

viii. Basic introduction to local language sheet (useful phrases)
A simple, quick reference useful phrases handout. For languages such as isiXhosa, it is recommended that at least one introductory lesson is given to the participants with a follow-up contact a few days later.

ix. HIV / Aids information document
An informative, yet non-threatening, one pager on HIV/Aids (see example: click here “Annex 3” or go to page 67)

x. Health & Safety information sheet
1) Map of the area – living and working area
2) A “Do’s and Don’t” information sheet covering:
- Safety and awareness in the city (walking around – pedestrians do not automatically have right of way; carry bags that close securely; don’t flaunt valuables; care at the ATMs; using public transport etc)
- Highlight locations that should be considered “extra care or no-go areas” if necessary
- Practice safe sex
- Emergency contact numbers (Police, state & private ambulance services, consulate numbers)
- Recommended public transport service provider numbers for taxi services if not using organisation or Uber services; insights on using informal public transport or taxis if applicable
3) Emergency procedures – include information that outlines what a participant should do in the event of fire, accidents, social unrest etc
xi. Cultural Diversity insights and information
An informative, yet brief, document on cultural diversity that highlights the richness this brings to the exchange experience. Avoid reinforcing stereotypes but inform participants on any specific aspects they should be aware of. This could include sensitivity to dress, prayer practices, food etc.
It is suggested that places to visit of cultural interest and recommended readings relevant to the cultures that participants will engage with are also shared in this section.

xii. Activities and contact numbers for free time fun planning
A list of preferred suppliers for activities, trips and tours offered in the area

xiii. T-shirt / arrival branded goodie
A small branded “Welcome goodie” or t-shirt is always appreciated by participants and helps many feel more immediately part of something bigger than themselves.

Orientation to the project
Detail and methodology around orientation should be included in the partnership agreement or MOU and where possible developed as a collaborative exercise by the partners to the project.
Different projects and programs will approach orientation differently. If the program is part of an established exchange suit such as the Engagement Global exchanges, there are specific guidelines and requirements that must be fulfilled. Some programs have a dedicated week orientation (seminar) time, others have a few days or less and may be quite site or project specific. School exchanges may approach orientation differently and have an extended orientation and preparation period over several months. Longer orientations will deal with aspects such as socio-political developments, conflict management, a language introduction, cultural and racial awareness and sensitization etc. Effective partnerships will have had clear dialogue and collaborated on project participant arrivals. In many cases, participants will have been communicating with the host organisation prior to arriving on the project and they will therefore be more easily assimilated into the project environment.
Irrespective of the approach, all projects should have as a minimum the following in place:

A Specific Program to orientate new participants – the partners must agree on the topics to be covered and by whom; include an introductory site visit and detailed overview to the project, including its history; allow for the participant to meet the team and partner organisation.

Understand the participant by getting insights into the motivations to undertake a volunteering/exchange experience; their choice of destination; chosen exchange format or project; their expectations etc. This can be done as a formal or informal engagement.

Manage expectations – managing expectations of both the participant as well as your organisation’s staff is important. It is not unusual for participants to have an expectation for the exchange that is far removed from the reality. This should be understood by the host organisation and these expectations should be managed early in the project. Part of managing expectations is to understand participant anxieties and their fears as it relates to their placement.

Similarly, your organisation may have unrealistic expectations of what the participant can achieve. This can lead to tensions in the working environment and detract from the overall experience and value of the exchange for all parties. Monitor the participant – organisation relationship, their abilities to carry out the expected roles and responsibilities and be reflexive in your implementation to ensure you are achieving a “best-match” scenario. Effective partner matching, pre-departure preparation and a strong orientation tend to reduce the amount of expectation management that is required.

Outline “Monitoring and Evaluation” (click or see page 40) processes to be undertaken through their stay – M&E is important for your organisation to understand and track as well as inform change and improve operations as a host or sending organisation. Participants must be aware of your M&E methodology and appreciate their role in optimizing this process.
Accommodation

Irrespective of the effort into preparation and the management of expectations, accommodation is frequently at the center of participant’s complaints or unease on projects. Below outlines the types of project accommodations and provides some insights into the issues that tend to arise around the particular type of accommodation an organisation ultimately uses.

Typical Accommodations include:
- Shared house
- Home hosting
- On-project living (school, vulnerable children’s homes etc.)

Ensure that the type used has been clearly communicated prior to arrival and where possible, placements have seen photos prior to arrival. Where organisations use seminars as part of the preparation, it is advised that “accommodation” is specifically addressed at the seminar. In the absence of seminars, this information must be communicated in the Pre-Arrival Information documents.

Irrespective of the type of accommodation used, it is recommended that the point of contact for the participants stay meets them on arrival and oversees the orientation to their living environment.

1. Shared house – the host organisation, or several organisations, will have a dedicated house for participants. Happy communal living requires effort, systems and organisation. Don’t be shy to use signage around the house to remind participants of this. The key areas to cover related to the shared house are:
   I. **Housekeeping** – how the house functions (cleaning up after ones’ self, washing of dishes, washing of clothes, spring clean day and what to do etc).
   II. **Basic rules and expectations** for living communally, including who is allowed at the house or not, accepted behaviors (parties, alcohol, drugs, relationships), protocol should you decide to be away for an evening (who to let know, security).
   III. **Meals** – the who, what & how as it relates to meals (including what is available between meals or not etc)
   IV. **Appropriate signage** around the house (fire, emergency, water awareness, electricity awareness, noise etc)
   V. **Getting around** – organized transport / public transport
   VI. **Safety / responsible travel** briefing
VII. **Supervision** at shared house (through host organisation or landlord?), legal status: who is the tenant, who is the landlord? Do hosting organisations have a legal status as either?  

VIII. **Crisis management** – What happens if participants do not follow rules at the house? Reporting from neighbors, community, project stakeholders, landlord or other participants. If there are ramifications as a result of any of these points, then it is important the participant is aware of these ramifications early on.

### Shared house benefits:

I. Sense of community and peer support; opportunity for new friendships & potential cultural exchange if the house is hosting multiple participants from different countries  

II. Often not too disconnected from participants comfort zone and therefore some of the exchange related transition challenges are reduced  

III. Reduces the sense of “being in someone else’s space” that can be experienced in home hosting scenarios  

IV. Logistics, safety and security may be easier for host to manage [reduced stress on the host organisation]

### Typical shared house challenges:

I. Low awareness of others in the house and general slackness, so even when the rules are being maintained, there is still friction and inter-personal dynamics that are not healthy. This leads to other project related problems as an unhappy participant starts to focus on negatives and misses the positives.  

II. Participants feeling disconnected from the realities of the project as the houses are often comfortable and in more affluent areas than the project. This must be managed through careful and clear communication as to why the organisation has opted for shared accommodation. Reasons could include logistical management, safety, the impact home hosting can have on families etc.
2. **Home hosting** – participants on project are hosted by a local family. It is suggested that the arrangement between your organisation and the host family is formalized in an MOU which clearly outlines roles and responsibilities.

   I. **See above (Shared Accommodation)** – most of these points are relevant to home hosting situations.

   II. **Host and participant preparation** – while it is important for the participant to be prepared and equipped to integrate into the host family, it is equally important for the host family to be prepared and equipped to effectively host an exchange participant.

   III. **Unique considerations** which are specific to the family and their needs. This could include quiet time for homework, TV off times etc.

   IV. **Culturally appropriate behavior** within the family and as the host family towards the participant – as a host organisation, you must prepare both the family and the participants for the cultural benefits and possible challenges of being home hosted. Consider topics such as meals (new/unusual food), dress, language, religious or cultural practices within the home.

   V. **Introduction into the family** – participants must be formally introduced to the family by a representative from the host organisation.

   VI. **Living & integration** - participants need to be made aware that they come to integrate into a community and family. Their role is not to “force” their own cultural values and beliefs onto the host family (male/female relationship, religion, vegetarianism etc) but learn, share and appreciate diversity.

   VII. **Crisis management** – clear process for participants to follow in the event of a crises, unhappiness etc. It is equally important for the family to have similar processes and points of contact to deal with any unforeseen or unplanned for challenges.

**Home hosting benefits:**

   I. **Cultural emersion** – home hosting provides a powerful cultural learning experience as one is living the learning.

   II. **Relationship building** – participants are connecting daily and at an intimate level with a family who has opened their home, and therefore their lives to the learning journey. This can create extremely strong connections and relationships that last long after the project placement.

   III. **Project relevance** – home hosting can reduce the disconnect participants in “shared accommodation” experience in relation to the realities of host countries.
Typical home hosting challenges:

I. **Living & integration** - participants need to be made aware that they come to integrate into a project with all of its strengths and weaknesses. Their role is not to “force” their own cultural values and beliefs onto the host family (male/female relationship, religion, vegetarianism etc) but learn, share and appreciate diversity.

II. **Comfort zone** – despite best intentions, many participants will not settle into home hosting as it is just too big a gap from their comfort zone. This is a very difficult and sensitive issue to deal with and there is no one solution fits all. Sometimes time resolves this, other times it may be necessary to move a participant (be aware this is a very sensitive area to work in and it is easy to offend host families who are doing everything they can to be good hosts).

III. **Cultural incompatibilities** – some participants will never settle in some situations where the cultural gap is in severe conflict with their own. Pre-arrival preparation, attention to applicant detail and knowledge of the hosting family can, to a certain extent, be used as a mechanism for best-match of participant to home. This is, however, time consuming and therefore costly to the host organisation. Other aspects such as patriarchal family structures which may lead to male participants being treated better/differently to female participants, or expected household roles and responsibilities of the participant in the family living environment may be different; highlight there may be different perceptions of “ownership” – things might be borrowed without permission etc.

IV. **Safety** – while every attempt is made to ensure participants are placed in safe hosting environments, it will emerge at times that there is risk associated to a specific house or area and this must be addressed.
3. On-Project Living – where a placement lives on the project site. This is most common on school, orphanage/child care and social support projects. This is often considered the most difficult and high-risk format for both the hosting organisations as well as the participants.

I. **General awareness and preparation** – in this regard, as a host organisation offering on-project living, you must consider all points made above.

II. **Importance of “being a role model”** – due to the typical nature of these arrangements for projects, it is imperative that the concept of “role-model” is understood by the participant as they will be regarded by the children/learners at the project in this way.

III. **Living & integration** – as outlined above

IV. **Organisational structural awareness** – participants must have a clear awareness that they are support to existing structures and therefore subordinate to local permanent staff – even if they have a lower educational background!

V. **Recharge time** – Participants must focus on regularly leaving the project in order to recharge batteries. It is advised that this should not be longer than three weeks in the project without taking at least a full weekend away. For host organisations, this should be incorporated into your operational planning so as to support the recharge time effectively.

**Benefits of on-project living:**

I. **Project connectivity, emersion and relevance** – being on-site is a powerful and intimate engagement with the project and its needs, with the culture into which the participant is placed and into the lives of those with whom the project works. Clearly this has the potential for co-benefits to host, participant and other persons linked to the project.

II. **Logistics and participant management** – with the participant living on site, it can reduce logistical aspects and costs for the host organisation.

**Typical on-project living challenges:**

I. **Comfort zone** – as outlined above

II. **Cultural incompatibilities** – as outlined above

III. **Safety** – as outlined above
IV. **Cabin fever** – when the recharge time is still not enough for participants to manage their time on site as a 24/7 commitment, they may begin to suffer from “cabin fever”. This will have to be managed by the host organisation and may result in an alternative placement or improved support for recharge.

V. **Emotional overload** – there is a risk that participants will become emotionally overloaded due to the intensity and closeness they are to their project. This is especially the case where projects are working with vulnerable children or in the sector where abuse is common. Host organisations must consider this prior to placements and have support mechanisms, including professional support if necessary, available to participants. Regular check-in conversations and feedback sessions are essential in managing on-project living participants.
Transportation

This is an aspect of operations as an exchange practitioner that has become increasingly regulated and does require careful attention to ensure you are compliant and not carrying unnecessary risk. Typically the law states that any form of transport that occurs as a service which has been paid for, requires the transporter to operate as a commercial entity. As an exchange practitioner, your participants have paid money for their exchange experience and therefore you transport them commercially.

In-house transportation service (12 or more passengers)

a. Vehicles require annual roadworthy certificate to be compliant
b. A route permit from the Department of Transport is required (valid 5 years)
c. Registration as tourist transport operator with the Department of Transport in Pretoria is required
d. Drivers must have Professional Drivers’ Permits (PDP)
e. Vehicles must have suitable passenger liability

In-house transportation service

a. Vehicles require annual roadworthy certificate to be compliant
b. A route permit from the Department of Transport is required (valid 5 years)
c. Check with local Department of Transport whether registration as tourist transport operator is required
d. Drivers must have Professional Drivers’ Permits (PDP)
e. Vehicles must have suitable passenger liability

Click for top of document
Registered transportation service provider
a. Verify company registration and liability insurance
b. Know their emergency policies and their insurers
c. If you utilize a specific service provider on a daily / frequent basis, it is recommended that you have a MOU in place

Informal transport service providers and local transport operators
Risk assessment to be undertaken as utilizing an illegal (informal) service provider who is operating commercially has the potential to leave you vulnerable should there be an accident
It is very important that partner Organisations know clearly the status of your transport offerings and that of service providers you use (in writing and signed). Unregistered vehicles and / or unregistered transport service providers are technically illegal and therefore your decision to use them makes you/your Organisation vicariously liable (secondary liability) and damages can be claimed against you by an injured party.
Monitoring and Evaluation

Monitoring and evaluation is an important practice and should be instituted as part of the organisational culture in all youth exchange/volunteer service programs. It can focus on one aspect of volunteer/exchange participant involvement, or the overall program/organisation. More importantly, it should not be just a paper exercise, but rather a process of continuous learning. The results of your monitoring and evaluation process should tell you where you are going wrong (as well as what’s working well), and guide you on the steps you can take to improve things. Regular monitoring, evaluating and reflecting allows organisations to continuously grow and adapt to ever changing environments.

Why monitor and evaluate a volunteer/exchange program?
- To measure the quality of the participants’ experience within your organisation
- To identify the impact that participants have on your organisation, both in terms of their contribution and their economic value
- To identify areas in your volunteer/exchange program that may need improvement
- Funders may require you to monitor and evaluate your volunteer/exchange program
- To measure the evidence of volunteering in general

What is monitoring?
Monitoring is the process of collecting information on the work that takes place within your organisation, so that your processes and procedures can be reviewed and updated as necessary. Information for monitoring can be collected daily, monthly or quarterly.

What is evaluation?
Evaluation involves analysing the information you have collected to answer questions about how well the volunteer/exchange program is doing, and to identify any gaps and improvements you can make. This can be done on a six monthly or annual basis. Evaluation literature often refers to ‘inputs’, ‘outputs’ and ‘outcomes’. Inputs are the time, money, and resources that enable you to operate your volunteer/exchange program. Outputs are quantitative measures such as facts, figures and statistics. These are known as ‘hard’ data. Outcomes are the changes that the volunteer/exchange program has made to the organisation and its members, and includes qualitative impacts. This is known as ‘soft’ data, and will probably play a bigger role in your evaluation process than ‘hard’ data, although facts and figures are important too. Outputs and outcomes are measured by performance indicators, which help you assess how well your volunteering/exchange program is doing.
Developing your M&E Plan

The first step in monitoring and evaluating a volunteer/exchange program is to identify your aims and objectives, so that you can measure the outputs and outcomes of your program. Monitoring and evaluating should occur on both the organisational and volunteer level. It should also occur in both the host and sending organisations. Ideally an M&E plan should be co-developed by both partners ensuring that overall aims and objectives are aligned on both sides. This will also encourage mutual learning as both host and sending partners strive to improve holistically, optimizing the impact on both participant and organisation level.

Outputs can include information such as:

- How diverse are our volunteers/participants? Demographic info?
- How successful are our selection methods? How well matched are participants to organisations?
- What is the direct benefit of hosting or sending a participant?
- What is the economic value of volunteers/participants to the organisation?

Outcomes may include:

- What’s the volunteer/participant experience?
- Are volunteers/participants properly supported?
- Are policies and procedures relevant?
- How does the training we provide enhance the volunteer/participant experience?
- Are the volunteers/participants happy? Emotional well-being?
- Are expectations from both sides being met?
- How have participant and/or organisational fears around exchange been realized or not?
- How much do volunteers contribute towards the organisation?
- In what ways have volunteers/participants benefited the organisation?
- Should the M&E plan be reconsidered – ie methodology & timeframes for data collection and analysis?
Once you have identified the information you need, the next step is to work out the best method of obtaining that information. There are many M&E tools one can employ to collect data, both ‘hard’ and ‘soft’. These can include individual interviews, focus groups, questionnaires and surveys, observations, documents and records and case studies. It is up to individual organisations to decide on which tools will be best suited and at what frequency for the monitoring and evaluation plan that is put in place.

**How to use the information to improve your volunteer/exchange program**

Once you have gathered the information, you will need to analyse it and interpret it. For outputs, this might include: Did you meet the targets you set for volunteer/participant selection? Are your volunteers from a wide and diverse range of backgrounds? What about your outcomes? Did you achieve what you set out to do, or were there some unexpected outcomes?

It is good practice to write up your conclusions based on the evidence you have found. When interpreting information, consider if there are any other possible explanations for your findings. Once you have identified gaps, you need to focus on how to make improvements. These need to be realistic, specific and achievable. This may be a good opportunity to review targets for outputs and outcomes.

The information you have gathered from your monitoring and evaluation may have identified areas where you might need to seek specialist guidance, engage alumni or other sectoral roleplayers to improve your volunteering/exchange program.

**Sharing your lessons learnt**

It is important recognise the value of operating in a ‘community of practice’. In this way organisations working in a similar field can share experiences and lessons learnt through networks and collaborative platforms. This enables the sector to grow and adds weight to collective ‘voice’ of the sector which ultimately should leverage further support and investment into youth exchange and volunteer service programs. In the spirit of ever-evolving collectively towards ‘best practice’, take the opportunity to share the findings and reflections of your monitoring and evaluation processes through your network platforms.
Exchange / Volunteer Project Close Out

As practitioners, one must not underestimate the power of exchange/volunteering on an individual, their attachment to the host Organisation or community they have worked in, how they have matured as a person on project and that they may have reservations and fears about returning to their home country as a changed individual. Strong exit structures will assist participants and Organisations in managing this.

Ensure you plan enough time for effective, meaningful exiting

Written / oral feedback – Exit interview
It is recommended that participants to projects have an exit interview or written/online feedback and evaluation form prior to departure. Obviously the exchange experience, and particularly the learning through reflection, is ongoing for all the actors and this guideline acknowledges that the exit interview is merely one-take or position on the part of the participants experience. Follow-up feedback can continue as a post-project exercise and it may produce new insights and learnings. This guideline favors an oral exit interview as it allows for reflexive discussion with the participant/s.

For projects associated to the Africa German Youth Initiative and situated within Engagement Global’s Programs, there will be specific data requested of exiting participants which will enhance the overall understanding of the exchange sector in South Africa. All practitioners, irrespective of whether they are Engagement Global Programs or not are invited to include the AGYI data [contact mike.denison@wessa.co.za to participate in this process].
The exit interview/feedback session should include the following key areas for reflection (there are a number of different formats that can be used for the below. Try where possible to illicit as much information and detail as possible):

1. Level of quality of pre-placement information, its accuracy, relevance and establish the mechanisms that allowed participants to readily and easily access information prior to coming on the project
2. Placement value – this must divulge “how beneficial, necessary and appropriate” the experience was to the participant
3. Weaknesses – through the eyes of the participant, what were the weakest aspects of the experience? They must reflect on the work they undertook, accommodation, catering, transport, access to other value-added experiences, host Organisation support, sending Organisation support, preparedness for the placement.
4. Challenges – this is different to weaknesses and should focus on aspects that may be unchangeable but were experienced as difficult for the participant. This is important in how practitioners prepare and orientate participants going forward.
5. Strengths – this should elicit highlight moments, activities and experiences throughout the experience from pre-arrival to project departure which have dramatically enhanced the overall exchange experience.
6. Qualitative benefits through volunteering/exchange:
   - can the volunteer identify specific changes to themselves as a result of the exchange/volunteering. What are these changes and how do they think this is of benefit to their futures as well as the broader society?
   - can the participant identify specific benefits to the host Organisation and / or local community as a result of their participation as a participant?
   - what negative aspects has the participant felt as a result of their time volunteering? Encourage them to think critically in this regard.

As a host or sending organisation, it is recommended you manage your data for use at a sectoral level. The exchange and volunteering sector needs to build an increasingly strong case with government to show the value, and it is through access to data that this can be done.

**Departure plan**

This plan should be integrated into the activity plan for both the host and the participant. Mistakes or poor communication related to departures can be both stressful and costly to all concerned.

- Participant has clear knowledge (preferably printed departure plan) of the roll-out of their departure day
  - Time and place of pick-up
  - Flight details and departure terminal if necessary
  - Contact number of person picking them up
- Contingency plan should the pick-up not be there on time (at least two numbers must be available for the participant to call if no other personnel are present at departure)
- Give yourself enough unexpected traffic congestion / change a puncture time between the departure point and the airport

“How to remain connected / active” – Support Planning & enhance the Multiplier Effect

Develop, in collaboration with your partner Organisation, a post-project support plan for participants. While active participants are usually enthusiastic and full of intent to continue their participant experience benefits once they return home, relatively few manage to achieve this.

There are a number of reasons for this, and as a host and sending partner, you can bring enormous value to the participant’s good intent and facilitate further benefit by providing appropriate support and planning for this phase together with the participant and enable them to become a multiplier.

1. Alumni network – Alumni networks can create an important post-project community. It becomes an incredibly powerful post-project support mechanism, ideas forum and stimulator to change action projects which is one of the biggest tell-tale signs that exchange can be a multiplier.

Where possible, it is recommended that exchange participants are given the opportunity to meet local alumni, engage at social media with these groups and be introduced to the networks in their own countries prior to departure.

As the various programs and partnership relationships are so different, it is difficult to pre-scribe a best approach for maximizing alumni as multipliers, but it is absolutely recommended that a network must be in place and participation in the network encouraged. Well established networks are able to mobilize support, hold camps and drive action projects.

Furthermore, exchange practitioners should, wherever possible, be engaging with these alumni networks and provide support and insights to alumni in an effort to encourage change action projects as mechanisms of change which are driven through alumni.

In South Africa, an increasingly strong and coordinated alumni network is active. As a practitioner, it is your responsibility to optimize the integration of participants into this network. Click here “Southern African Alumni Network” to view their profile document, or go to page 62.
2. **Change Action Projects** – appropriate support structures and networks (practitioner and/or alumni network) can catalyze extraordinary successes through participant-based change projects as an on-going benefit to the exchange experience. Returning participants can be encouraged to channel their learnings and enthusiasm into meaningful, localized projects for the enrichment of their communities. As a practitioner there is a responsibility to provide the appropriate information and/or support to allow the new alumni the scope to engage towards an action project.

3. **Social media**

All exchange participants should be encouraged to follow practitioner platforms and contribute to driving social media reach for practitioners. Word of mouth is a powerful agent for practitioners and potential participants for exchange are most likely best influenced by past participants. Platforms outside of the immediate program influence could include uploads to sites such as TripAdvisor and travel guides. Blog sites populated by exchange participants should be managed by practitioners and these blogs can include the host or sending partner directly requesting participants write of their experience (during and post blogs recommended).

4. **Fundraising** – with many practitioners already typically functioning with over-stretched workloads and insufficient budgets, exiting participants with the correct support can become useful fundraising agents. This allows creative and meaningful post project engagement with the host Organisations and offers a real post-project purpose and attachment between host and exiting participants. As a caution, it is noted that fundraising can be time consuming and runs the risk of the host Organisation being drawn into supporting fundraising beyond the value of the funds raised. Select which initiatives and which past participants you want to work with carefully so as to avoid becoming over-burdened for little result.

5. **Exchange/ Volunteer Ambassador** – within every batch of exchange participants, it is likely that a few will emerge with a special potential to become exchange ambassadors. Obviously all past participants are, to an extent, ambassadors. But formalizing an ambassadorial role for selected alumni can provide practitioners with extremely powerful agents of exchange who engage on behalf of the sector at the political level. Young, vibrant, exuding leadership qualities and displaying strong evidence as critical thinkers, these ambassadors become symbolic representatives of the power of exchange and the importance to invest in exchange as a mechanism of education for sustainable development.
SECTION 4

Post-project guidelines for practitioners
– Sending organisations –

Mandatory

Provide emotional support

Returning home can be a very stressful experience for participants. They have been living and working in social, economic, political and cultural environments that may be very different to what they have always known. They have been a part of something special, they have been made to feel appreciated and valued. They have been a part of something far bigger than themselves. As practitioners, it is important to accept there is a responsibility to support returning participants.

It is suggested that returning participants are welcomed home personally by the partner Organisation that was responsible for their placement. This could include meeting them at the airport, a personalized thank you letter/certificate of participation. Furthermore, it should include a plan for them once they have returned to ensure they have a point of contact should they need it, be aware of follow up activities such as the planned debrief that will take place and the alumni network who they can contact etc.
Debrief

It is essential that exchange participants receive appropriate support when they return to their home country after a placement. This is the responsibility of the home country or sending partner and it should take place relatively soon (1 – 3 months) after they return. Some Programs have this built into their offerings in the form of a seminar, however, not all exchange experiences will necessarily have it as part of the “package” and therefore a suitable debrief must be developed as an Organisational responsibility.

Debriefs should be in-person engagements and must at the very minimum allow for the following aspects to be dealt with:

**The Learning** – provide an appropriate environment for the exchange participant to share their learning that occurred as part of the exchange experience. The debrief is an extension of the exit interview but recognizes that the participant will have now become physically detached from the project, have been through a self and project reflection process and likely grappled with a range of emotions, social questioning and world order norms & conflicts.

Provide a pre-debrief structure with guiding points that assist them to think critically and encourages a deeper level of reflection on the part of the participant. Examples of preparation questions could include:

- What aspects of the exchange made you feel it was a meaningful experience?
- In what ways do you see volunteering/exchange contributing to the organisation and country you visited?
- Were there specific opportunities where you could share new skills with people you engaged with on the exchange?
- Are there specific new skills that you gained on the exchange?
- Do you feel the community you worked in could have benefited more from you and your time there? How?
- In what ways have you grown as a person, if any?
- Are there any specific aspects to your life that you have changed as a result of volunteering/the exchange? What are these?
- Is there any way that you could have been even more valuable on the project?
- What are the strongest memories you keep close to you from the exchange?
• How would you approach another volunteering/exchange experience if you were to go again?
• Have you been in touch with the Southern African Alumni Network or any other exchange network?
• How will you use your learning and experience to become a change agent multiplier?

Reverse Culture Shock / re-entry shock: just as new cultures they experienced while on project may have presented a unique set of stresses, known as culture shock, so can the re-entry into one’s own country produce a set of stresses. These are often the result of participants having kept positive aspects from their home country as the key memories, but on returning home, the realities against the memories can be in conflict. A second aspect is that returning participants will remember the home country in a specific way, and on return this may have changed which can lead to confusion, discomfort and insecurity. People engage in a way that is not remembered, priorities may seem inconsistent with a bigger/new world view, family and friends are unable to connect with aspects participants have experienced and may feel are very important etc. As a practitioner, this must be understood as a likely scenario for returning participants and therefore the practitioner must avail themselves to support re-integration.

• Make sure the participant knows you are contactable to talk
• Encourage participant to engage with the alumni network
• Capture the alumni’s story in writing, video or other creative format
• Be a conduit to allowing a “Change-Action-Project” to be developed by the alumni (the Southern African Alumni Network can be a useful agent in this regard)

Alumni networks: ensure returning participants are introduced to the networks and not just aware of them. Alumni can play a very important role in providing the emotional support and mitigating prolonged re-entry shock for returning participants as well as contribute to improved transitioning of returning participants.
Multipliers – the true benefit of exchange can only be achieved when we turn exchange participants into multipliers. That means for every individual exchange participant, the benefit, through that participant, positively influences a wider social circle or community. When the practice of exchange, through multipliers, is impacting on social and/or economic wellbeing, then the investment into exchange is an investment into a stronger and more sustainable world.

As practitioners this can be achieved through appropriate support to participants at the post-placement phase.

Change-action-projects: returning participants will often return with a strong self-belief that they, as individuals or groups, are able to bring about positive change in their home country. This energy and enthusiasm must be harnessed productively. Change-action-projects are valuable target setters for the participants. Mobilizing localized social circles, church groups or community entities around a project for change should be encouraged. It is suggested that practitioners and participants take guidance from the Sustainable Development Goals to identify, plan and undertake change action projects. The AGYI will revise the WESSA Stepping Up to Sustainability publication to specifically support this process as a post-placement activity. The e-booklet will be available from WESSA (mike.denison@wessa.co.za), SAwN, SAGENet South Africa, GIZ and Engagement Global.

Sharing experiences with the broader public

The power of exchange must find appropriate mechanisms by which the experience can be shared. This serves several important growth and development agendas:

- Enhancing the experience: reflexive, critical thinking by young minds who have been positively impacted on through the exchange experience have something wonderful to share with the world. By facilitating appropriate platforms for participants to access, beyond their personal outlets, the practitioner indirectly enhances the impact of the experience by attributing enough value to the experience to want it to be shared. Participants who are proud of exchange, have benefitted from exchange and who articulate this in creative forums become assets to promoting the growth of the sector, become more likely multipliers, more active alumni and become more competent individuals through proactive engagement in a variety of situations. Practitioners should

In vain have you acquired knowledge if you have not imparted it to others.

Deuteronomy Rabbah (c.900, commentary on the Book of Deuteronomy)
consider aspects such as blogs, website information uploads, public speaking opportunities, photographic or other creative arts for participants to engage with as part of their expression of the power of exchange.

- **Stories of Change**: this is a powerful reflexive process which can be shared across the exchange landscape for collective learning. These stories play a further important role in supporting exchange growth strategies as they contribute to the sector’s “case for exchange”.

- **Alumni networks**: this has been covered as an essential aspect of the holistic exchange experience.

- **Multipliers & Change Action Projects**: covered above and recognized as an excellent mechanism to share the experience with the broader public.

**Returnee Transitioning**

*Supporting sustainable benefits of exchange*

Where possible, sending organisations should plan to support professional transitioning of returning participants. This can be through assisting participants to access internships, learnerships and further training (including entrepreneurship training), jobs, leadership training opportunities etc.

- Provide participants with a certificate of participation and offer your availability to act as a reference for participants
- Through partnerships with corporate and public sector (Germany facilitates returnees entering into job market)
- With other sending Organisations
- Tap into existing programs aimed at youth development, training and employment

You may need to consider how you will fund some of the activities associated to returnee transitioning. A strong alumni network will be a valuable asset in this regard.

It is not only returning participants that require support, but their families and communities too. The expectations on returnees can be unreasonably high! The perception that an exchange experience will result in a job is widely held. Families and communities may have the expectation that the “privilege” of having been a participant entitles the senders (family/community) to shared benefits on return.
Managing Family and Community Expectations

One of the greatest pressures on returnees is that of “false or unrealistic” expectations held by family and communities. Too often, returnees are expected to be able to secure good jobs, access the market place more effectively and turn the volunteer or exchange experience into specific income related benefits. This may be as a result of exchange and volunteering not being clearly understood by family and communities and the expectation that time abroad equates to skills that are immediately of value on return. While most would agree that new skills, both hard and soft, are acquired by participants, these do not necessarily manifest themselves through immediate job acquisition on return.

- It is suggested that sending organisations engage families throughout the selection, placement time and on return. These engagements will enhance understanding of exchange and volunteering and assist in expectation management as well as encourage a more shared ownership of the experience.
- The engagements will provide an opportunity for the organisations and the families and communities to learn about the exchange process as being bigger than the individual, raise awareness about alumni networks and change-action-projects which bring direct benefit to community as a result of the time abroad.
- Prepare communities/families for youth’s return – one to one visits; talk at a community meeting; write a letter etc are mechanisms that can be used
- Facilitate a home-coming and presentation by the participant to share the experience with their community

This guideline recognizes that this responsibility on the sending organisation is costly, timeous and adds to their existing pressures in running their organisations. None the less, this guideline strongly encourages family and community engagement as part of the holistic exchange experience.
African German Youth Initiative

The African-German Youth Initiative (AGYI) is a multi-lateral initiative of the German Government and the African Union Commission aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development. The intention is to contribute to the development of essential competencies and skills in young people from African countries and from Germany in view of a ‘global citizenship’. It also aims at fostering a differentiated image of African countries on the German side, and Germany on the African side.

Through the AGYI, partners in Germany and on the African continent will be supported to strengthen and set-up structures that foster a sustainable, mutual and partnership oriented exchange between young people from Germany and African countries.

The AGYI should facilitate mutual learning and exchange of young people and aims at:

- Enhancing existing and supporting new partnerships through joint projects between African countries and Germany of young people (and multipliers) between the ages of 14 to maximum 35 e.g. from schools, youth Organisations, TVET Organisations, teacher Organisations, local governments and NGOs.
• Building the capacity of implementing Organisations in African countries for developing and administering funding programs at regional level and promoting participation of the above actors and Organisations in such programs in exchange with German partners;
• Capacity building in Germany and African countries, Organisations that want to apply new approaches of youth exchange and youth participation and want to deepen their background and knowledge in partnership based cooperation, global citizenship, differentiated and positive images on Africa and Germany, while changing negative stereotypes that hamper development cooperation.
• Supporting Alumni activities and projects.

The AGYI will contribute to building on and strengthening global partnerships for a sustainable development (SDG 2030 Agenda, Goal 17). On the African side the AGYI will contribute to furthering the visions and objectives of African Union’s Agenda 2063 of the African Charter (Art. 10/11), the African Youth Decade 2009-2018, Plan of Action and of regional and national youth policies in African countries, for youth empowerment and development.

The initiating partners

The AGYI is part of the current Africa Policy of the Federal Ministry for Economic Cooperation and Development (BMZ). In October 2015, a political cooperation was reached and signed with the African Union Commission (AUC). The AUC will provide necessary political endorsement of the AGYI on the African continent and specifically in the three pilot countries during the pilot phase. It will contribute to the technical development of the program, support the communication and visibility of the initiative and ensure alignment and synergies with relevant existing continental, regional and national policy frameworks and programs.

The BMZ has established the coordination body of the AGYI at Engagement Global gGmbH – Service for Development Initiatives (EG). The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of BMZ, is commissioned with supporting the implementation of the African partnership structure in the framework of the AGYI through technical cooperation (TC), with a focus on capacity building at the implementing Organisations.

For an initial phase, Benin, South-Africa and Tanzania have been selected as pilot countries, based on the current BMZ funded youth exchange programs with already existing partner Organisations. The AGYI builds up on these existing programs and aims at strengthening African partners in youth exchange, starting with the three pilot countries. One Organisation per country has been selected as the implementing partner for the initial phase (Young Beninese Leaders Association (YBLA); Tanzania Youth Coalition (TYC); Wildlife and Environment Society of South Africa (WESSA)). The implementing Organisations should take on a supporting and coordinating role such as promoting, coordinating and supporting international youth exchange programs on completion of the pilot phase. They will act as entry points for other Organisations and institutions in the region that would like to implement exchange activities.
German Exchange Platforms and Programs –
Engagement Global Exchange and Volunteering Programs

As a political initiative on behalf of the Federal Ministry for Economic Cooperation and Development and the African Union, the African-German Youth Initiative has been promoting exchange between young people in African countries and Germany since 2016, and with it also promoting a common future. **Engagement Global gGmbH – Service for Development Initiatives** is the central contact agency in Germany for development policy initiatives and takes the key role on behalf of the BMZ in coordinating the AGYI. Furthermore, with it’s programs ASA and ENSA, the South-North component of weltwärts and weltwärts extracurricular group exchange Engagement Global offers various possibilities of youth exchange activities and volunteer service.

**Weltwärts – Development Volunteer Service**

The development volunteer service weltwärts was founded in 2008 by the German Federal Ministry for Economic Cooperation and Development (BMZ). Weltwärts focuses on joint intercultural learning. The funding by the BMZ gives young people between the ages of 18 and 28 the opportunity to participate in the learning service. They volunteer for six to 24 months at a local partner organization in education, health, environment, agriculture, culture or human rights. Since 2013, the weltwärts program developed a **South-North component which promotes and finances a volunteer service of young adults from the Global South in Germany**. The aim of the South-North component is to promote interaction, on an equal footing, between partners from the Global South and Global North, and thus strengthen existing partnerships. Another aim is to strengthen civil society and especially the partner organizations in the South, which benefit as returned volunteers tell others about their experience and continue to be active in civil society.
Within the framework of the African-German Youth Initiative, the participation of young people from African countries is particularly stimulated and financed. In the year 2016 about 150 participants from African countries could be promoted, for this year we expect about 300 young people.

**Weltwärts – Extracurricular Group Exchange**

Initiated by the AGYI, the BMZ launched a new funding line embedded in the weltwärts program: weltwärts extracurricular exchange projects in the context of the Agenda 2030 between civil society partners from Germany and the Global South with the aim of increasing dialogue and face-to-face contact – especially with African countries. The main goal of the program is the implementation of the Sustainable Development Goals (SDGs). Funding is possible for exchange projects (up to two years, including one outgoing and one return visit, groups of five to ten participants in each country, age range from 16 to 30 years) and supporting projects for project partners to enhance the quality of the exchange projects by strengthening structures and actors. Innovative projects with particular relevance for international youth work with a development focus that can be transferred to other organisations and contexts, can also be promoted.


**ASA-Program**

The ASA program supports young people interested in global interconnectedness and interdependencies in their wish to promote change and make a difference. With seminars, project internships and an ever-growing alumni network, ASA aims to be the starting point for long-term commitment to justice and sustainability in global development. The participants are young Europeans between 21 and 30 years, typically participants are currently studying or have a completed vocational training. Within a global format, they get together with an increasing number of young participants from a country of the Global South between 21 and 35 and benefit from the international dialogue in international teams. This global format contains a three month internship in Germany and their home country respectively. To achieve its goals, the ASA program cooperates with varied stakeholders in academia, industry and civil society in Africa, Asia, Latin America, Germany and South East European countries. Conferences and workshop formats, such as the Autumn School for Sustainable Entrepreneurship, encourage the exchange of innovative solutions for a global sustainable development at international level.

Within the framework of the African-German Youth Initiative, the ASA-Program financed 30 additional projects with African partner organizations in 2015 and 2016 respectively.
ENSA-Program

ENSA is the development policy school exchange program run by Engagement Global on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ).

- We are experts in promoting partnerships between schools from Germany and countries in Africa, Asia, Latin America and South-East Europe.
- We provide financial support for school partnerships by way of grants to help cover flight costs and accommodation expenses. We also use all of our expertise to assist schools with regard to the specialist preparation and follow-up of preparatory visits, helping them to establish networks with non-governmental organisations (NGOs).
- We provide support for school partnerships which can be shaped by all participants as equals.

The ENSA-Program has two supporting programs:

Preparatory Visits: Schools from Germany who wish to establish a partnership with other schools from a country in Africa, Asia, Latin America or South-East Europe are entitled to apply for ENSA support for their preparatory visits. We provide specialist support to the schools on content, along with financial support for the partnership itself.

Learning exchange visits: Our learning exchange visits are designed for schools that already have an established partnership with a school in an African, Asian, South American or South-East European country. Visits are aimed at deepening the collaboration between partner schools and create space to tackle discrimination and jointly deal with specific issues.

**Within the framework of the African-German Youth Initiative, the ENSA Program financed 240 participants from African countries within its exchange projects in 2016.**

More information about the African-German Youth Initiative and volunteering and exchange programs - [www.youthinitiative.info](http://www.youthinitiative.info)
Seminars

It is advisable to organize a minimum of 3 seminars which contribute to a successful exchange/volunteerism experience and these should move towards being mandatory for all exchange programs as they are a necessary platform to manage expectations, to develop a critical perspective towards intercultural learning and understanding of global development issues, to address any concerns and expectations, to understand what role one has as an agent of social change and lastly to simply provide a platform for participants to raise their grievances.

The recommendable seminars that are necessary for ensuring a successful learning experience are:

1. Preparation seminar
2. Mid-year seminar
3. After Return seminar

Preparation Seminar: The preparation (pre-departure) seminar has the purpose of managing expectations prior to the time spent abroad and to help trigger an understanding of global and intercultural learning. There is flexibility in how this seminar should be designed but ultimately the aim is that:

- Participants should get to know each other in a safe and trusting environment
- Participants should get an idea of their exchange program as a learning program
- Participants need to understand their exchange program in the context of Global Learning and as part of their individual Global learning process
- Reflect on their own role in the process and to understand the dynamics of working in an international team
- Prepare for cross-cultural and global learning situation
- Exchange about expectations and doubts regarding exchange and stay in a foreign country
- Raising awareness and understanding of relevant and current global development issues (development theory and frameworks)
- Raising awareness of local contexts, history and social justice issues
- A chance for participants to address any concerns or questions they have in preparation
- To learn a beginner’s language course in order to understand the basics
Mid-year Seminar: It is recommendable that this seminar should take place around the halfway mark but its effectiveness is really dependent on the duration of the exchange. The longer the time on exchange the more necessary it is to have a mid-year seminar. The purpose of this seminar is to reflect on the time already spent on exchange and to tackle possible successes and challenges. This seminar should also aim to reinforce what was covered in the preparation seminar and to once again manage expectations.

After Return Seminar: In order to have the most impact it is recommended that the after-return seminar should take place shortly upon return. The intention of this seminar is to assist with the after-return reintegration, to find out the needs post exchange and to develop a commitment from the returnees to a globally equitable and sustainable world, encouraging processes of learning and reflection. This seminar is where the impact of exchange is often evident.

The purpose behind these seminars is to include the following elements:

- Reflect on their practice phase, and their different experiences
- Consolidate constructive feedback and reflections and review on the intercultural experience
- Address any concerns or questions participants may have
- Discuss how the exchange has contributed to their individual growth - ‘How has this experience shifted who you are today?’
- Discuss challenges in the away country Context and how this differed from their local context
- Explore what the practice phase means for them in terms of developing their role as creators of social change
- Help participants to plan an effective after return plan and to offer necessary support

It is important to understand there is no one size fits all approach to the complexity of exchange and that the seminars need to be planned to use methodology that best suits the context by considering age, duration of exchange and type of exchange. Hence flexibility is allowed in the ‘how’ of these recommendations for seminars.

A necessary recommendation would be to include the immediate communities in the seminars. Immediate simply applies to the parents, guardians, siblings etc. They are often excluded from the process and that creates issues of reintegration at a later stage and lack of support. In order to tackle the after-return challenges, it would be good to start at the beginning. A simple seminar held for the community to explain what exchange is etc will help raise the necessary awareness around exchange and will simultaneously help manage expectations. This will also create a community who supports the individual as opposed to feeling disconnected from the experience. If people feel disconnected from something or do not have a proper understanding of it they often reject it.
Southern African Alumni Network – Profile Document

BRIEF HISTORY
Southern African Alumni Network was birthed through the African German Youth Initiative (AGYI) in an attempt to support exchange alumni. The African- German youth initiative (AGYI) is an a multi-lateral initiative of the German Government and the African Union Commission aimed at enhancing youth exchange and mobility between African countries and Germany in the context of education for sustainable development.
The network was officially launched in Johannesburg on 22nd January 2018 at the AGYI Stake-holders Gala dinner.

WHO WE ARE
The Southern African Alumni network is a platform that offers support to exchange alumni. At the moment, our platform supports South African exchange participants who have been through German related exchange for a 3 month period, however in future we plan to grow and support exchange participants from diverse exchange programs in Southern Africa.

VISION
Our vision is to promote active citizenship and to consolidate holistic relationships with organizations domestically and abroad. To improve integration and reintegration process by sharing opportunities and information among past and present volunteers, pre-departure and upon return. Upon return to impact our communities through the exchange experience, exposure and lessons learnt.

MISSION
- Our mission is to establish a strong relationship between alumni and stakeholders through our database.
- Create collaborative engagement platforms and having trained mentors to support volunteers.
- Creating a timeline for activities, to monitor and evaluate the progress of our projects, with an end goal of having a functioning network.
- Impact our communities through alumni change projects

OUR ACTIVITIES
Use of Social Media Platforms
The networks through their social media platforms;

African German Youth Initiative
• Connect and network with alumni and youth around the world
• Share exchange experiences and opportunities with other youth around the world
• Share alumni activities

Alumni Change-Action-Projects
Exchange alumni come back with a lot of experience, exposure, new passions, ideas and it is through the alumni change projects where we channel all this into change-action-projects and innovations that alumni can embark on to make a difference in their communities.

Benefits of Joining the Network
The networks goals are drawn from the sustainable development goals;
• Be part of a network of alumni and organizations from all over the world
• Be part of a learning and exchange community
• Find opportunities best suited towards skills learnt on exchange
• Join a much larger conversation about intercultural learning and how that impacts and benefits individual and communities
• Be an advocate for exchange
• Take part in alumni change projects which centre on making a difference in communities.
Annex 1 – Logical Framework Template

<table>
<thead>
<tr>
<th>Goal / Impact</th>
<th>Intervention Logic Description</th>
<th>Objectively Verifiable Indicators of Achievement</th>
<th>Sources/ Means of Verification</th>
<th>Assumptions / Pre-Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the long term development impact that the project contributes at a national or sectoral level</td>
<td>OVIs define our interpretation of what is acceptable performance at each level of the organisation/program’s objectives. 3 essential elements: • Quality • Quantity • Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The broader why for the organisation/ program. Other players will also contribute to meeting this higher-level objective. You can define a Super-Goal above this level if it helps to further justify the organisation / program</td>
<td>OVIs must be SMART: Specific Measurable Achievable Relevant Time-bound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose / Outcome</td>
<td>What are the overall broader, medium term results that the project aims to achieve? (In terms of benefits to target groups)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The desired change that the organisation or program will actually bring about. If we design the program correctly, the Purpose will necessarily be achieved if the Outputs are delivered to the right QQT, and the Output-to-Purpose external assumptions hold true. The rule is one organisation or program, one Purpose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Objectives</td>
<td>What specific objective is the project intended to achieve to contribute to the overall objectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outputs/ Results</td>
<td>The results are the outputs envisaged to achieve the specific objective. What are the expected results? (enumerate them) (i.e. The tangible products or services that the activity will deliver) The deliverables of the organisation/program – what the organisation/program will achieve and leave behind as a result of the organisation/program’s resources being mobilised to their best effect. The management is responsible for delivering the organisation or program’s Outputs, whilst monitoring, in particular, the Output – Purpose Assumptions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>What are the key activities to be carried out and in what sequence in order to produce the expected results/outputs? (group the activities by result/output) The things that those involved actually do to produce the Outputs above.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 2 – Application Form (Specimen)

<table>
<thead>
<tr>
<th>Organisation’s Name &amp; Contact details</th>
<th>Logo</th>
</tr>
</thead>
</table>

**APPLICATION FORM**

Please fill in all blue blocks

<table>
<thead>
<tr>
<th>Project for which applying</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>First Names</td>
</tr>
<tr>
<td>Passport Number</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Nationality</td>
<td>Physical address</td>
</tr>
<tr>
<td>E-mail address</td>
<td>Preferred project dates</td>
</tr>
<tr>
<td>Contact number</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency contact person</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>First &amp; Surname</td>
<td>Name and contact details 1</td>
</tr>
<tr>
<td>Contact number</td>
<td>Name and contact details 2</td>
</tr>
<tr>
<td>E-mail address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Considerations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietary requirements</td>
<td>None, Vegan, Vegetarian, Halal, Other (list)</td>
</tr>
<tr>
<td>Medical</td>
<td>Are you on prescription medication: No, Yes (list)</td>
</tr>
<tr>
<td></td>
<td>Please list any medical conditions: Eg – epilepsy, depression, insomnia, recent operations etc</td>
</tr>
<tr>
<td>Supporting documents</td>
<td>Are they attached?</td>
</tr>
<tr>
<td>Letter of motivation</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Police clearance certificate</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Certificate of participation of previous exchange</td>
<td>Yes, No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anything else of relevance to your application?</th>
</tr>
</thead>
</table>

**SPECIAL NOTE: In the case of minors**
- Application must be signed by the legal guardian of the applicant with evidence that they are the legal guardian.
- Project must be specifically designed (operational plan & staffing) to implement with minors.
- Specific travel considerations, visa and required documentation appropriate to minors must be considered.

Assistance in this regard can be sourced from the Department of International Relations & Cooperation (South Africa) and the respective in-country embassies.
Annex 3 – HIV Awareness specimen

What do I need to know?

An estimated 2.1 million people were living with HIV and AIDS in South Africa in 2016, more than in any other country. It is believed that in 2016 over 250 000 South Africans died of AIDS.

HIV is transmitted predominantly heterosexual between couples, with mother-to-child transmission being the other main infection route.

The most common ways HIV is passed on are:
- Sex without a condom with someone living with HIV
- Sharing infected needles, syringes or other injecting drug equipment
- From an HIV-positive mother to her child during pregnancy, childbirth or breastfeeding (but with effective treatment and care the risk of transmission can be greatly reduced)

What should I do?

The risk of contracting HIV from the work you will be undertaking as an exchange participant is very small. From the list above the precautions are simple:
- Practice ‘safe sex’, use a barrier such as a condom
- Needles should only be required for medical purposes using only sterile equipment

What should I do in an emergency?

If you are required to administer first aid then remember:
- Use disposable gloves (especially if in contact with blood and body fluids)
- If appropriate let the casualty apply pressure and elevate their own wounded/injured limb
- Dispose properly of all used gloves, dressings, etc.

What are the HIV/AIDS myths?

HIV is not passed on by:
- Hugging, kissing or holding hands; coughing and sneezing
- Sharing a bath or from a swimming pool, from a toilet seat
- Sharing cutlery or drinks with someone else
- Sharing clothes and bedding
- Giving first aid when good safety practices are followed
- Contact of blood or other body fluids on unbroken skin
- Food and water nor air

Direct blood isn’t infectious as the AIDS virus cannot survive outside the human body for a long while. This is the reason why mosquitoes are unable to transmit HIV since the virus cannot replicate itself inside the insect.
Annex 4 - Code of Conduct – SAMPLE – customize to suit your organisation

[Organisation Name] has a very strong professional reputation and while you are here you are a representative of the organisation. Therefore, we ask you to respect and abide by the following:

General guidelines:
✓ sensible clothing for teaching / working environment
✓ show suitable respect for project schedule and times
✓ participate in all scheduled activities
✓ no ipods or mobile phones during lesson time (unless an emergency)
✓ no eating or drinking during teaching time in classroom
✓ respect the religious and cultural values that the school hold
✓ Project staff to be informed should you plan to be off-site for an evening or more (any persons not at the house will be reported missing immediately and the police will be involved – this is purely in the interests of your safety and not in an effort to control you 😊)

The following rules MUST be adhered to and [Organisation Name] reserve the right to terminate your project if they are seriously broken.
✓ no racist or sexist language or actions
✓ no excessive drinking on school nights
✓ not going to school drunk or smelling of alcohol
✓ no illegal drugs while on project
✓ no getting into a car with a driver who has been drinking
✓ no visitors (or school kids) to the volunteer house

Within your living space
✓ No parties or noise (after 10:00pm is quiet time)
✓ Clean-up after yourself
✓ Washing on the lines not the furniture or communal areas
✓ Be water-wise (short showers as we are a water scarce area)
✓ Be energy wise
✓ Report breakages and respect the space

Furthermore,
1. We request that any grievances, in-house politics, tensions or personality conflicts are brought to our attention and effort is made to resolve this for the good of your experience, others experience and the benefit of the project that you are representing.
2. Conflict or unease with staff at the school or [Organisation Name] staff must be raised immediately with management.

Name(Print) _________________________ Signed ____________________ Date __________________________
GUIDELINE WORKING GROUP