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Practical Guidelines for Volunteer Activities

*How to set up a volunteer initiative from A to Z:
a learning-centred approach to volunteering*





Everybody can be great...because anybody can serve. You **don't have to** have a college degree to serve. You **don't have to** make your subject and verb agree to serve. You **only need** a heart full of grace. A soul generated by love.

Martin Luther King, Jr.

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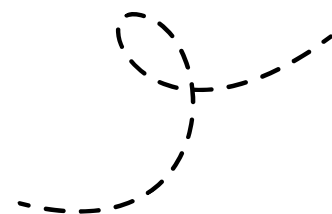
This publication, first developed in the framework of the SocialErasmus+ project, has been revamped and reworked in 2024 in the framework of the Erasmus Generation in Action project.

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Introduction with objectives

Erasmus Generation in Action

ESN is thrilled to be leading the Erasmus Generation in Action (EGiA) project. An ambitious action supported by the European Parliament, EGiA is set to engage a significant number of young Europeans in discussions about their role as active citizens. As part of the EGiA activities, we will engage in active citizenship promotion and particularly promoting volunteering on exchange and volunteering as a whole and as a powerful means to civic engagement. We're making the difference, so do not miss any updates and stay in the loop at elections24.erasmusgeneration.org.

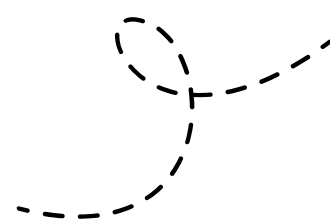
What we want to achieve

This project is a major step forward in ESN's mission to promote active citizenship among European youth, and we are excited to see the impact it will have. We are working towards a better understanding of the needs of youth when it comes to accessing EU opportunities and to empower youth to become changemakers while fostering active citizenship, and volunteering plays a key role in this. For this reason, we have decided to improve these volunteering guidelines initially produced within the SocialErasmus+ project which focused on promoting volunteering in schools. This version is broader in scope and can be used to promote volunteering at all levels.

Practical Guidelines

Glossary:

- **ESNer / ESN coordinator:** the coordinator of the activity from the local ESN Section is referred to as the ESN coordinator or the ESNer.
- **Volunteers:** ESN volunteers or Erasmus/International students taking part in the activity.
- **Guests:** people invited to the event who are not volunteers according to the glossary.
- **Participants:** people who come to the event as the target group.
- **Hosting organisation:** it is the organisation that will host the activity potentially bringing participants.



1. Within your ESN Section

It is important to approach the idea of implementing a volunteering promotion activity during one of your team meetings in your ESN section. Activities need people willing to coordinate them, and if you are the volunteering promotion coordinator you will take the lead. It might also be the case that you need support from your team members to successfully implement the activity.

Things that need to be discussed the moment you want to launch volunteering promotion activities within your section requiring other people be involved:

- **Coordination:** Who will take part in the coordination of the activity? Try to set up a small core team that will do the activity.
- **Discuss how to find participants to promote volunteering to them:** does the section have contacts to potential hosting organisations, like youth and student organisations, schools, Higher Education Institutions, like universities, municipalities, or others?
- **Social Impact:** present the activity and its potential impact to local stakeholders, like schools, youth organisations, universities and municipalities. Showcase the types of activities that can be executed by the international students that you will involve as well as the topics that can be covered.
- **Volunteering on the day:** Anyone can be a volunteer during a volunteering promotion activity and support the implementation. All you need is motivation and knowledge on how to work with a team. The ESNers accompanying the participants on the day will facilitate the activity and help the international students in case of difficulties, to animate or re-launch the debate, support the division in the room etc.

2. How to partner up

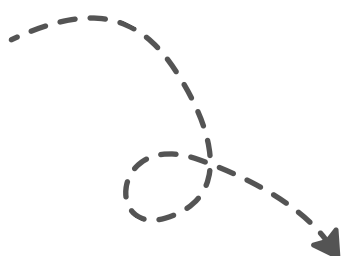
In order to implement the initiative with maximum impact, it is important to give the learning experience of participants a central place in the implementation. The effectiveness of the activity could be maximised through collaboration with stakeholders.

Lasting cooperation will allow for the setup of an activity framework where the activities are carefully planned, executed and evaluated in order to improve future activities.

If you decide to partner up, then the three key players that can help ensure a successful implementation of a volunteering promotion activity are the local ESN organisation, the Higher Education Institution, the hosting organisation (be it a school, a municipality, a youth or student organisation, or other).

It is important that clear agreements are made on who takes care of which steps in the process and who coordinates which aspect. This will be further addressed in the next chapter.

TIP: *All stakeholders usually have a very busy schedule, try to plan this out very efficiently to ensure that everyone stays involved.*



2.1 Hosting organisations

Finding hosting organisations

Finding an organisation willing to host your volunteering promotion can sometimes be a challenge.

Here are a few ways that can help you **facilitate** the **search**:

- Look for these organisations during cultural events, do not hesitate to go and talk with representatives that may be present.
- **Partner Organisations:** Look for partners that organise similar activities.
- **University Contacts:** Introduce the activity to your contacts at your university, chances are they have contacts with organisations in the area. If the university supports the initiative – they can help you get in touch with such organisations.
- **City youth council or local/regional education department:** You can approach your local youth council and the education department to introduce the project and ask them to spread your call.
- **University Groups:** The national board of ESN can contact university groups that could be interested in the topics brought forward in volunteering promotion activities.
- **National student organisations:** Contact the national student council to introduce the students to the International student councils.
- **National Agency:** The National Agency working on Erasmus+ also has a responsible person working with different education institutions. They have contacts that are interested in internationalisation and thus might be interested.
- **During Open Days or student/youth forums:** During these events, you can meet young people representatives with whom you can talk about volunteering promotion activities.

- Contacting organisations representing students or young people from disadvantaged backgrounds: Through them, the access will most likely be easier as they have fewer opportunities to talk about mobility and promote volunteering.

Promoting Volunteering to Young People

To encourage young people's participation in volunteering activities, it is essential to engage both the hosting organisations' leadership and the participants. In order to inspire their involvement in these initiatives, they must clearly see the advantages of volunteering for their personal growth and the broader objectives of the organisations. Fostering this understanding is crucial, as it can prevent potential barriers or scepticism in the process.

Clearly articulating the goals and benefits of volunteering through the hosting organisations is a fundamental step. Highlight how these experiences can positively impact the lives of young individuals, contributing to their personal development, skill acquisition, and community engagement. This can be achieved through many different types of activities, e.g. Erasmus in Schools, fairs, parades, conferences, sporting events, among others.

In cases where organisations face scepticism or lack of trust, it is advisable to establish connections with universities or other institutions that have successfully implemented similar volunteer programmes. Seeking letters of support from universities or partnering institutions, as mentioned in the previous section, can be a viable solution to gain credibility and build trust.

Additionally, if your organisation has a track record of previous successful volunteering (promotion) activities, you can leverage this by sharing visual materials and narratives from past initiatives. Connect interested young people with peers who have previously participated in such activities to provide real-life insights and testimonials. This can further enhance the appeal of volunteering through student and youth organisations and inspire more young individuals to get involved.

Engage the hosting organisation

Once a hosting organisation expresses interest in promoting volunteering among their members and community, it is crucial to clearly communicate the goals of our volunteering initiative for young people. Share your Activity Outline with the organisation's leaders or representatives to outline the content and methodologies you plan to employ. Encourage them to provide their feedback to foster a sense of engagement.

It is advisable to schedule a preliminary meeting, either in person or virtually, with the organisation's leaders or representatives to discuss the volunteering activity. This meeting will serve as an opportunity to assess the organisation and its environment and initiate the activity planning process. If you have already identified the young volunteers who will participate in the activity, involving them in this meeting can help ensure that all parties are on the same page regarding expectations for the volunteering activity.

Important information for ESN to address to the representatives from other organisations

1. **Flexibility:** Tell them you will do your best to find young people, but communicate your limitations clearly; do not make promises you might not be able to keep with regards to frequency of your visits, amount of participants or a certain participant profile they might be looking for.
2. **Responsibility:** As an ESN coordinator your main responsibility is the well-being of the Erasmus student and offering interested Erasmus students the opportunity to take part in volunteering promotion activity.
3. **Presence:** you should expect the representatives from the hosting organisations to cooperate with you to stay present during the session. They do not need to intervene, but their attendance is an added value to put participants at ease.
4. **Debrief:** The participants will have a short debriefing about the activity during the session. If the hosting organisation representatives want to talk about what the participants have learned about the visit of the international students themselves, you can invite them to do this separately.

Language barriers

To avoid language barriers it is important that a local ESN volunteer is present that can take a coordinating role to communicate with the participants and stakeholders.

It would be best to have a representative from the organisation you are cooperating with who knows a minimum of English in order to facilitate communication between all people involved. In case the organisation would not be able to host English speakers, search for participants that know the local language or try to create an activity that requires less language skills and focuses on activities and games.

2.2 Universities

Although smaller scale volunteering promotion initiatives can be implemented without the involvement of Higher Education Institutions, their support can be valuable to support the recognition of the volunteering experiences of the student. This certainly becomes important if the implementation is set up as a series of activities.

One of ESN's long-term goals is to get more recognition for the volunteering activities that our students take part in. Ideally, we want to embed volunteering initiatives in the Curriculum, allowing for the recognition of the competences young people gained by volunteering during their mobility.

In order to ensure there is proper evaluation and validation of the gained skills, we propose to embed it in the curriculum under the concept of Service-Learning. The Erasmus programme of the European Union allows for a perfect opportunity to give meaningful opportunities for exchange students to take part in International Service-Learning.

Service-Learning (sometimes referred to as community-based or community-engaged learning) is an innovative pedagogical approach that integrates meaningful community engagement into the curriculum and offers students academic credit for the learning that derives from volunteer engagement within community to apply their gained knowledge in practice by working on a real-world problem (Aramburuzabala P., McIlrath L., et al., 2016).

Without the support of the Higher Education Institution, it will not be possible to embed volunteering promotion activities in the curriculum and provide a framework of community service learning to improve the learning experience of the Exchange students.

Find out more about the role of the University in the Educational Framework. You can share this document with your University or Student representatives working on the educational reviews of your institution. Be aware that Institutional change takes a long time.

Involve the Universities

The involvement of the University can start off small. You can reach out to your International Relations Office explaining the project you are implementing and asking them for support.

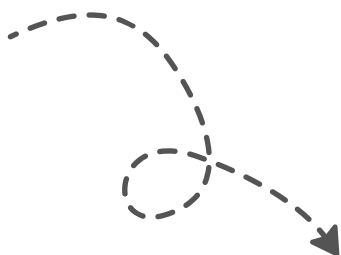
Having the support of your university's International Relations Office may help with consolidating the project. There are many ways you can collaborate with your University on the development of volunteering promotion activities:

A lower level of involvement

Start involving your University slowly, these are things you could ask of them if your relationship is still fresh:

- Letter of Support: an official support letter can convince student and youth organisations in the vicinity of the University that the initiative is serious.
- Signing of Certificates: You could ask the University to (co)-sign the certificates for the volunteers, increasing the recognition given to the document.

Insurance coverage: You can check if the insurance policy of the university covers students when they are out on a volunteering activity.



Higher Level of Involvement

If you have a long-standing relationship with your University, and you believe your goals are aligned, these are things you could work on together:

- Reimbursement of Expenses: if the actions align with the intentions of the University, it might be possible for the University to reimburse the expenses for the travel/material.
- Content support: If you want to work out a specific activity with a specific learning objective that you wish to address even more in the future, it could be possible to collaborate with some of the faculty staff in the University working on the topics. For example, you can involve the Department of Political science if you wish to create a session on the European political system.
- Young people and Student Network of the University: Universities often have good connections with young people in the area. If the University is involved in your local community, they might already have interesting contacts.

Make tandems with local organisations/ local students

In every city, there are associations involving different publics that are already promoting European citizenship, international mobility and cultural diversity as well as volunteering. You can contact them and offer to organise common activities and meetings.

Very often other organisations have educational material that can contribute to bringing you new ideas or new sessions to implement in your activities.

3. Define Activity Setup

It is important to clearly define the activity framework and ensure that all stakeholders involved are aware of this. Do not underestimate the amount of time it can take to come up with a common framework. It is, however, an important step that needs to happen before you can start.

You have to coordinate with the stakeholders involved, agree on the timeline to be followed before the activity and define who will have what responsibility.

Asking the following questions up front is the best way to make sure that you are on the same wavelength. It will help you with the actual preparation phase and prevent you from having to go back to the hosting organisation with additional questions.

3.1 Practical and Logistical

It is important to discuss all the practical and logistical questions there might be before the volunteering promotion event. Asking these questions at the beginning will help you understand what is possible during your activity.

Here are some questions that you should ask yourself:

- **Dates:** Which are the possible dates the event should take place. Is it feasible for all parties on these dates? Make sure this does not conflict with other events or initiatives that might involve the participants.

- **Location:** Where will the activity take place? How easy is it to reach the location with the Erasmus students.
- **Room:** It is important to know what the room will look like in order to prepare for the activity? What type of tables/chairs are there? Can the tables and chairs be moved? What type of facilities are there? Is there a beamer/projector or whiteboard that can be used during the session?
- **Profile of the participants:** In order to adjust the content of the session to the participants, you should know their profile so as to adapt the content and format of the event.
- **Duration:** How long can the activity be? Will the session be cut if the time is too short?
- **Regulations:** Are there specific rules to follow in the event's premises? Are there specific needs that the hosting organisation has?
- **Participants dynamics:** How is the atmosphere among the participants that you expect to have, are there specific points of attention? You can ask the hosting organisation to know more about this.

Topic Selection

It is important to define the topic you would like to address. It is best to adjust your proposal based on the participants that you will be engaging with, aligning with the learning objectives that would be of interest to them.

Learning objectives define an expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a learner. It is also important to see what is the role and added value of bringing an international student to the volunteer promotion initiative.

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Example: bringing an international student studying sports and physical education to a hosting organisation working on sports, might be more interesting than bringing the same student to a hosting organisation working on politics

Questions:

- **Topic:** Is there a specific topic the participants might want to address?

Legal aspects

In certain countries, there might be some legal aspects you should follow up on. For instance, to do an Erasmus in Schools activity, discuss with the school what would be needed for international students to enter the school's territory and the classrooms to work with children. In certain education systems, it might be needed that the student proves not to have a criminal record. Also consider information privacy regulations when taking pictures or recording video or voice.

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Questions:

- **Legal documents:** Does the hosting organisation require any type of legal document in order for the student to enter the premises?
- **Pictures:** Is it possible to take pictures during the activity?

TIP: *In the example of schools, we usually agree with the school that only one person from the ESN section will be taking pictures and the school will be shown the picture selection before the pictures will go live. You can offer to make the pupils of the schools unrecognisable by taking pictures from the back, focusing the pictures on the international students. Make sure to take similar measures with other types of hosting organisations as well if there are legal requirements.*

Role definition

Make sure that the tasks are well defined and each person is aware of what is expected of everyone. Discuss with the hosting organisation how involved they wish to be in the development of the activity. Agree upon the role of the ESN Coordinator, International student, and hosting organisation before, during and after the activity.

Hosting organisation's role

It is best that the hosting organisation takes a more passive role in the activity. The strength of a volunteering promotion activity is that participants are able to talk peer-to-peer and discuss topics in an interactive way. Some small support in the facilitation can be asked of the hosting organisation's representative.

ESN Coordinator's role

The ESN Coordinator takes an active role as the facilitator of the session, depending on the experience the international student has on facilitation experiences themselves. If they feel confident enough, they could do parts of this.

Things to keep in mind the facilitator should do:

- Introduce the visitors (i.e. the international students) and the aim of the session.
- Be a go-between between the participants and the international students.
- Helps in case of difficulties (understanding, discussions).
- Rephrases questions to students to make concepts clearer.
- Integrate the participants into the activity, bring them to ask questions, help them overcome their shyness.

NOTE: You may ask the representative of the hosting organisation to stay present at the venue during the activity in case you need their assistance.

Questions:

- **Involvement of the representative:** Is the representative going to take part in the activity or are they going to be spectators?
- **Activity Outline:** Would they like to give feedback on the outline of the session?
- **Introduction:** Ask if it is Ok for the ESN Coordinator to introduce the visitors to the participants and the aim of the session.

Evaluation

It is important to determine how you plan to evaluate the activity. Discuss with the hosting organisation what is the role of the participant and the role of the representative in the debriefing process of the activity.

The participant will include a short debriefing activity to wrap up the activity in itself. We would, however, advise that the representative takes a bit of time to discuss what the participants learned from the discussion with the international students. The final responsibility of the learning of the participants lies with the representative and his/her organisation - we would advise that the representative takes a bit of time to discuss with the participants what they learned from the discussion with the International student(s).

The ESN coordinator can host a short debriefing to wrap up and evaluate the activity. Tips on how this can be done will be included in chapter 6.



TIP: **START SMALL**

It is important **not to overwhelm the partner organisation** with a huge project proposal. **Start small** with one or two activities, after which you can evaluate and upscale them. **Do not make promises** you might not be able to keep.

4. Promote the activity towards international students

In order for your volunteering activity to take place, you need first to get attention from International students who are your target group to be involved. Promotion of your volunteering activities should start as soon as possible. The sooner International students will be aware of your plans, the more likely they will be interested in participating in them.

It is a good idea to present your volunteering activities programme already during your introduction session during the Welcome Days of your university or any other similar event happening at the very beginning of their international mobility experience.

Set up a campaign to promote taking an **active role** in society during their Erasmus by volunteering on exchange. Think what channels are the best for your promotion. Will the promotion happen online or offline? Or maybe both? Prepare materials and set the timeline - take into consideration that International students might need some time to gather their courage and express their willingness to volunteer.

Important to give the student the confidence to be actively involved

- **Be inclusive:** any international student can participate regardless of their background.
- **Number:** very often international students feel more confident when they know they do not need to do this alone. They can develop an activity with one of their international classmates.
- **Coordination:** As ESNER you will be involved in their activity and support them with the practical implementation of the activity. Make sure they know you will offer them support and they are not on their own in this activity.

- **Benefits:** be open what volunteering can bring them. Explain what skills and competences they can develop through volunteering activities.
- **Success stories:** if it isn't your first time organising a volunteering activity, include past international students experience in your promotion, to better explain the idea of the initiative. Seeing successful initiatives from the past may motivate your potential international volunteers.

Engage directly international students

When international students sign up as members of ESN and get their ESNcard, you can record if they are interested in taking part in volunteering promotion activities in order to be aware of who wants to take part in this type of activities.

Once you have the concrete information of the activity, you can spread the word about the actual activity through the emails from the registration at the start of the semester as well as your social media accounts.

Spread the word about your activities plan through Buddies (i.e. the [Buddy System](#)). Oftentimes it is easier to reach out to International students through a trusted person than via regular social media campaigns. Inform your local Buddies that you will be organising volunteering activities during the semester, explain the goal and objectives of including International students in them, so they are able to pass this information.

Refresher: What is a Buddy?

> A "buddy" is someone who participates in a "buddy system", a program where local students assist international students, and vice versa, to support integration, provide practical help, and promote cross-cultural exchange.

5. Prepare for the Activity

5.1 Involvement of the Student

It is important to involve the international students in the preparation of the activity. It would be best to have a preparation meeting with them in order to prepare the event together. In this preparation meeting, you can clarify what the activity will actually look like and ensure that the student feels confident in the preparation of their part in the session - whether this is a powerpoint, poster or anything else. If possible, try to give the student a free space to suggest their ideas - maybe they can provide a valuable opinion or they already have some volunteering experience to share?

NOTE: Stress how important it is that the students take their commitment seriously. It is important they understand that they play a crucial role in the activity and that they carry the responsibility to show up as the activity will fail if they are not present. Explain the possible short- and long-term consequences if the activity fails.

5.2 Briefing session

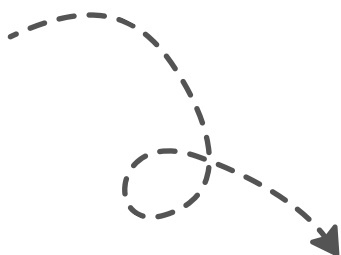
As mentioned in the introduction, it is important to involve the students before the activity. These are the topics you should address during your Take-In session to properly brief the students.

Agenda for Briefing session:

1. **Explain** the goal of volunteering and why it is important to take part in these types of activities.

2. **Inform** the students about the context as highlighted in *Chapter 3* to give all the information to the students. They should have as much information as the ESNers on the practical arrangements for the visit. You can even invite the organisation hosting the volunteering activity and bringing participants for this briefing meeting if he/she would be available.
3. **Share** what you expect from the International students, make sure they understand their responsibilities and what they can expect from you.
4. **Define Topic and Method:** Discuss the topic you wish to address during the activity and discuss with the participants what they would like to do.
5. **Next Steps:** Agree on the next steps together with the students. What is the timeline for them to complete the activity outline and the materials to prepare for the activity? Will you have another meeting to finalise the activity and do a test run?
6. **Logistics:** Where will the activity take place, how will you go there? Try to make sure you have enough time to go through the activity.
7. **Task division:** Who will be responsible for what by when?
8. **Questions:** Make sure there is enough time for debriefing and discussion at the end of the event.

TIP: *If possible, do not hesitate to rehearse the session to make the students feel more confident about their activity.*



6. Implementation

If everything in the preparation phase goes well and all steps are followed, the activity will run smoothly. There are a few things you can keep in mind to ensure you support the international students during the activity. The coordination of the activity by an ESNer is core if you wish the event to be successful but during the event, the ESN coordinator should take a step back and give the spotlight to the International student.

6.1 Supporting the student

Communication

- Introduce the Activity to the participants and introduce the international students to them.
- If possible, ask the participants to also briefly introduce their names, this makes the activity more personal.
- Be in touch with the hosting organisation's representative during the activity to see how they are experiencing the session.

Language

- Try to do the entire activity in a language that everyone understands if this was planned with the hosting organisation's representative. If any of the instructions need to be translated to facilitate the implementation of the event, do this by summarising the instructions very briefly in the local language.
- Helping to communicate with the participants in case there are linguistic or cultural barriers. Explain to students that experiencing these barriers is a natural process and can also be an important lesson.

- Usually if you want to share the outcomes of the activity with other countries and with the rest of the ESN network it is advised to deliver the activity in English.

Technical

- Be mindful of the time, keep a clear overview of the activity but try to be flexible based on the input from the participants.
- Help with technical support.
- Observe the space to see if your support is needed at any point.

Emotional

- Give space and trust to the international students to deliver their task. It is important that they feel empowered to do the activities.
- Actively support them during the activity with encouraging gestures, give positive signs that the workshop is going well and encourage participants to be active.

Emergency (stepping in)

- If the volunteer is lost, there is any kind of escalation or your intervention is needed, step in.

NOTE: When stepping in, try for your actions to be as subtle as possible - try avoiding giving the international student a feeling that they failed in any way.

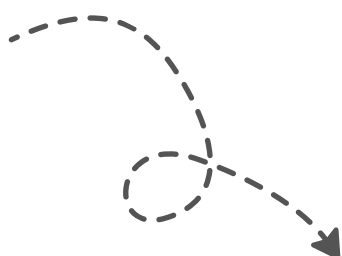
6.2 Post-promotion of the activity

Promoting your initiative after it happened is as important as the initial promotion. With post-communication you can showcase that your goals and objectives were achieved, show ESN as an organisation that is involved in local communities but also encourage other international students to take part in your future projects.

Try to have a person present who can take pictures and take care of the communication of the event. Focus on the interpersonal aspect in the pictures, highlighting the international students working together with the participants and make sure the activity is brought well. Images showing what happens during the activity says more than a standard group picture.

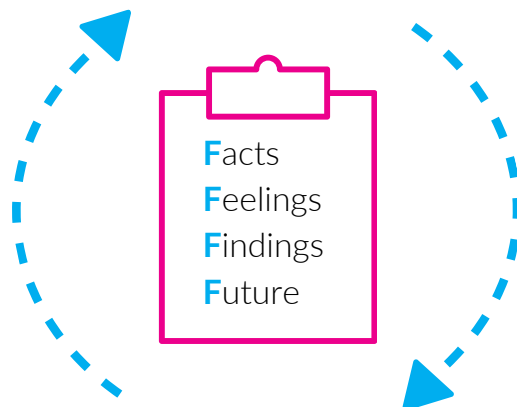
NOTE: Agree with the hosting organisation what you can do with the pictures you take during the activity. Involve the hosting organisation by asking them for permission to publish pictures live and engage the organisation on social media and/or link to their website. Be aware of the GDPR rules. If necessary, offer to make the participants unrecognisable by taking pictures from the back, focusing the pictures on the international students.

Do not forget to include a short explanation of the activity to your audience - posting pictures alone may not give a full idea of what the initiative actually was.



7. Evaluation

Evaluation and validation of learning: link to the competency framework.



7.1 Debriefing

In order to close the cycle of the activity and get valuable feedback that can be implemented in future initiatives, be sure to debrief your activity.

You can follow the debriefing cycle introduced by Roger Greenaway in the Active Reviewing Cycle (Greenaway, 1993).

STAGE	GOAL	QUESTIONS TO ASK
FACTS	Get all of the information out in the open.	<ul style="list-style-type: none"> • <i>What happened?</i> • <i>What did you see, hear and think?</i>
FEELINGS	When emotion is present, make sure they practise expressing it in a productive way.	<ul style="list-style-type: none"> • <i>How did you feel about it?</i> • <i>Is this a good or a bad thing?</i>
FINDINGS	Make every experience an opportunity to learn.	<ul style="list-style-type: none"> • <i>What can we learn from this experience?</i> • <i>What can we gain from this?</i>
FUTURE	Take what has been learned and turn it into more productive behaviours and smarter choices.	<ul style="list-style-type: none"> • <i>How do you think the outcome can be used and built upon in the future?</i>

You should aim to have a short debriefing with each of the groups that are involved, however, the purpose of the debriefing is, of course, different in each of the debriefing.

7.1.1 With participants

It is always nice to end the activity by debriefing shortly with the participants. Take the final minutes of the activity to discuss what they experienced and how they feel about it. What is their point of view on collaborating with an international volunteer?

Purpose of the debriefing

1. **Learning objectives:** Do the participants feel they know more about the topic the students brought to discuss with them?
2. **Intercultural Learning:** Did the participants learn something about the importance of intercultural dialogue?

TIP: Use the debriefing questions mentioned above to discuss how the participants experienced the activity.

7.1.2 With International students

Gathering feedback from the international students is crucial not only for their self-development but also for your future volunteering activities development. Provide a space for the international student to self-reflect on their experience, giving the chance at the same time for them to express their feedback on the organisational matters.

Purpose of the debriefing

1. **Facilitation Skills:** How did the international students feel after participating in the activity.
2. **Intercultural Learning:** Understand the learning undergone by international students during volunteering activities. You can collect this feedback while discussing with them or by creating and sending them a questionnaire that they can fill.
3. **Activities improvement:** Understand the weak and strong points of the activity, see the room for improvement and innovation implementation.

7.1.3 With the hosting organisation

Ask the hosting organisation's representative if you can stay a bit longer after the activity to exchange impressions and get feedback from them. If not possible, see if you can meet with the representative at a later time and send them an email.

Debriefing with the hosting organisation is a good way to show them that you are concerned about their satisfaction. It will help you improve the activity and might help you plan for the next visit to the organisation.

Purpose of the debriefing

1. **Learning objectives:** Were the learning objectives that were discussed up front met?
2. **Logistics:** How did the logistical preparation go?
3. **Future:** Would the school be interested in repeating an activity? What would they change in this case?

