



**VET SQUARED**

VOCATIONAL EDUCATION AND TRAINING



# Safeguarding best practices e-book – VET<sup>2</sup>

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# Contents

Project Partners .....	4
Introduction – Overview of the Project .....	5
IO1 - VET Mobility Safeguarding Quality Charter. ....	7
Chapter 1: Safeguarding Approaches across Europe.....	8
Safeguarding Approaches in UK .....	9
Safeguarding Approaches in Italy .....	14
Safeguarding Approaches in Greece .....	21
Safeguarding Approaches in Spain .....	25
Safeguarding Approaches in Hungary .....	29
Chapter 2: National best Practices.....	33
Best Practices in UK .....	34
Best Practices in Italy .....	43
Best Practices in Greece .....	53
Best Practices in Spain .....	60
Best Practices in Hungary .....	69
Chapter 3. Best Practices from Non – Partner Countries .....	76
Child protection system in Germany.....	76
Child protection system in Ireland .....	77
Child protection system in Malta .....	78
Child protection system in Poland .....	79
Child protection system in Portugal.....	83
Chapter 3.1: SWOT Analysis .....	84
Chapter 4: Policy Conclusions from Partner countries .....	85



Policy assessment in partner countries ..... 86

E+ Mobility and policy conclusions..... 92

Interviews to policy makers and support group..... 98

Development of a Safeguarding Charter ..... 101



# Project Partners



Eurospeak Language Schools Ltd



MAGENTA CONSULTORIA PROJECTS SL



FORTES Impresa Sociale Srl



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INSTITUTE OF ENTREPRENEURSHIP  
DEVELOPMENT



VET SQUARED  
VOCATIONAL EDUCATION AND TRAINING



# Introduction – Overview of the Project

The project VET SQUARED (VET<sup>2</sup>) brings together six partner institutions from six countries: **INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (iED)** Greece; **Youth Bridges Budapest** Hungary, **FORTES Impresa Sociale Sr** Italy; **MAGENTA CONSULTORIA PROJECTS** Spain; and **Eurospeak Language Schools Ltd** United Kingdom.

The VET SQUARED (VET<sup>2</sup>) project focuses on the initial and continuous professional development of VET teachers, with a specific focus on an area of VET which is largely overlooked as a topic relating to HR or organisational policy and management, and generally integrated as a small part of operational policy and compliance measures. The project addresses this priority by upskilling and providing continuous professional development opportunities in the field of VET mobility, by providing a bespoke safeguarding quality charter for application during VET mobility activities.

The project also aims to develop European level partnerships aimed at putting in place the necessary support mechanisms as well as contractual frameworks to promote the safeguarding of VET learners during mobility periods led by VET organisations, teachers and mobility leaders. The project's dissemination and exploitation plans aim to promote strong internationalisation through an effective safeguarding procedure and sets of standards before, during and after the learner mobility process, by informing, motivating, preparing and facilitating the knowledge and skills of VET organisations and teachers in host and sending countries.

The project is aimed towards identifying best practices, creating a standardised set of safeguarding and scaling up safeguarding these measures within the area of the Erasmus+ VET mobility. Our project focuses on developing a set of practical standards and guidelines for implementation, along with the development of safety and security protocols for transnational mobility group leaders taking students abroad, as well as an e-course, community of best practice and a resource bank for VET practitioners; with the ultimate goal of maintaining safe and secure mobility programmes for young students travelling abroad to undertake a period of study or vocational work placement.



The VET^2 project objectives are:

- To implement the safeguarding best practices amongst VET mobility organisations on a wider, pan-European scale
- To develop a holistic, European strategy for effective safeguarding and promotion of quality mobility of VET learners under the age of 18
- To lay the foundations for the implementation and uptake of a single European VET Mobility Safeguarding Policy at a higher/systemic level
- To raise awareness of the importance and ongoing need for safeguarding awareness and review within mobility activities
- To cultivate a European VET Mobility safeguarding focused network through which VET mobility staff and coordinators from both host and receiving organisations can share and exchange resources, knowledge and good practices

The project target group is Key Action 1 VET mobility organisations and the professional involved in leading VET mobility groups.



# I01 - VET Mobility Safeguarding Quality Charter.

This output will develop a Safeguarding Charter and a Safeguarding Best Practices e-book which will set out the minimum requirements that VET institutions need to meet in order to consider themselves safeguarding focused. This will include provisions in HR policy and staff training, course design, facilities offered, and student support services. Whilst the idea of a charter for service design exists on a national level in some European countries, the problem is that they are rarely uniform in the way they are implemented at local and regional level.

Therefore, this output's innovation can be summarised in two ways. For partner countries where charters do not exist, the results of the output will offer a new approach to help guide student mobility providers' adoption of the safeguarding charter into their services and operations.

At the same time, in those partner countries where charters have begun to emerge, the project's pluralistic approach to safeguarding issues will create a set of requirements which will help support VET institutions develop a top-down view. This will mean that they can more effectively address the myriad of nuanced issues within the overall scope of safeguarding responsibilities.

In both of these cases, the impact of the Charter & the eBook will be to create governance approaches to safeguarding which are benchmarked against robust quality requirements. As a result, the output will help VET providers to develop an institutional culture which better understands the importance of safeguarding being at the forefront of all organisational activities, as well as the range of differing approaches found in contemporary society.

The output's findings will be informed by national reports, policy documents and regional and local implementation practices from across Europe. This approach will be complemented by research into developments on the European level, as well as approaches and best practices in European countries not included within the partnership. Therefore, the final charter will be informed by a European perspective.

The first part of this eBook consisted of a summary of the research into safeguarding approaches carried out by partners. It focused on the commonalities, differences, needs and areas of innovation found across Europe. The second part of the eBook included all the best practices collated by partners. To maximise the impact of these, we produced an introduction to the best practices, summarising the approach taken and emerging themes found.



# Chapter 1: Safeguarding Approaches across Europe

The following chapter maps out existing child safeguarding frameworks in European partner countries and reviews related research, studies and other (EU) project findings. It identifies guidelines for implementation of a European strategy for effective safeguarding of quality mobility of VET learners under 18.



## Safeguarding Approaches in UK

The following document maps out existing child safeguarding frameworks in England and reviews related research, studies and other (EU) project findings. It identifies guidelines for implementation of a European strategy for effective safeguarding of quality mobility of VET learners under 18.

The child protection systems and laws protecting children from abuse, neglect and exploitation of the four nations of the United Kingdom's have their own legislative framework and so guidance and practice identifying those children at risk of harm differ slightly also from country to country. England, Northern Ireland, Scotland and Wales are responsible for their own safeguarding laws, policies and protocols regarding children's education, health and social welfare. However, the underlying principles are the same in terms of application and aim.

In 2015, the European Commission debated reinforcing child protection and ten principles for an integrated child protection system were considered. These principles called for an integrated child protection system. These principles stated that:

- ✓ every child is a rights holder and has the inherent right to be recognised, respected and protected as a rights holder;
- ✓ children should not be discriminated against;
- ✓ society is aware and supportive of the child's right to freedom from all forms of violence;
- ✓ preventative measures are included in all child protection systems;
- ✓ families are supported;
- ✓ child protection systems include the necessary care and protection;
- ✓ There are transnational and cross-border mechanisms in place for child protection systems;
- ✓ children should have the support, care and protection of a legally-recognised guardian;
- ✓ teachers, health sector professionals, and social workers are trained on identification of risks;
- ✓ reporting mechanisms are safe, known, confidential and accessible.

(European Commission, 2019)

Charities such as Keeping Children Safe have four globally recognised child safeguarding standards that support their general principles. These standards are used, the state, in all sectors ensuring best practice in safeguarding for children. This also allows for increased accountability for stakeholders.

1. a policy that describes how an organisation supports the prevention of harm to children. It also outlines a road map of the steps to be taken if an incident occurs.
2. a statement of responsibilities and expectations staff and associates.
3. Procedures for the creation of environments safe for children by with high quality safeguarding protocols
4. Accountability through the regular monitoring and review of the safeguarding measures of an organisation's safeguarding



These standards are underpinned by the following principles: an agreed upon understanding that children have the right to be protected from harm; that everyone is responsible for the protection of children; organisations working with children have a duty of care as do the partners they work with and safeguarding is in the interests of the child. (Keeping Children Safe, 2021)

### Child protection system in the UK

In England, as in the rest of the United Kingdom everyone working with minors is expected to report their concerns should they have them to the relevant authorities if they are worried about a child's welfare; it is a mandatory duty, for example, to report cases of female genital mutilation (FGM) in minors to the police.

If a concern comes to the attention of a teacher, for instance, the organisations safeguarding policy will be activated and followed. This will include the Designated Safeguarding Lead (DSL) who is a staff member trained to Specialist Safeguarding for the DSL. The DSL has the overall responsibility for ensuring a school meets the aims of their safeguarding policies, local authority reporting procedures and statutory requirements. The identity of the DSL is always advertised around the school in posters according to British Council inspection requirements.

Designated Safeguarding Person (DSP) who is a member of staff trained to Specialist Safeguarding for the DSL, who is able to support the DSL and cover in absences. These could be practicing teacher.

Well-respected established organizations such as the NSPCC are referred schools Our trained professionals will talk through your concerns with you and give you expert advice. The school then works with the Local Safeguarding Children's Partnership (LSCP), a city or county level department, that works towards bringing relevant agencies in each local area together and it will co-operate to safeguard and promote the welfare of children in the local area. The Local Authority Designated Officer (LADO) is involved in the management and oversight of allegations against people that work with children.

In England, all levels of governance from transnational UN conventions and until recently EU policy, national, regional, local and organisational refer to the H M Government statutory guidance on safeguarding at national level in England. The further one moves from national level the more nuanced the information becomes in relation to child safeguarding. How safeguarding policies are applied differs considerably.

National



At the national level stakeholders look towards national statutory guidelines for Safeguarding in the H M Government's documents Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children July 2018 and Working Together to Safeguard Children Statutory framework: legislation relevant to safeguarding and promoting the welfare of children July 2018. In addition, there are national organisations such as the National Society for the Prevention of Cruelty to Children (NSPCC) the United Kingdom's foremost charity campaigning and working in child protection and is a go-to organisation at local and city level for practitioners in the field of child safeguarding.

### Regional

At regional level, organisations look towards their county councils; Eurospeak for example adheres to the Hampshire Country Council (2021) and Reading Borough Council (2021) guidelines for child safeguarding. Local authorities in the UK have a legal obligation to protect children; the two counties in which the schools are located. Both councils have Safeguarding policies; however, they differ in the quality and depth of information provided, in addition, to ease of access. Regional level differs from national level in that it provides points of contact for professionals working with children and reporting procedures. It also provided more information into such dangers as breast ironing, FGM, cyberbullying.

### Local and city

Below county level there are city council service. For example, Southampton Children's Services has a Multi-Agency Safeguarding Hub or MASH. A MASH is designed to bring key professionals together in order to facilitate early, better quality information and intelligence sharing, analysis and decision-making. This with the sole aim of effective safeguarding vulnerable children and young people. A MASH hub will usually include staff from across the National Health Service, social services, the police, education. The MASH provides speedy access to a range of cross partner information enables a MASH to access the level of risk quickly.

### Organisational

Eurospeak like other British Council accredited organisations must adhere to regular organised and on-the-spot inspections. British Council pre-inspection documentation is thorough and strict on the requirements for demonstrating adherence to statutory safeguarding requirements. The British Council safeguarding page refers the reader to the NSPCC's webpage (2021) on child safeguarding which is the go-to site for all matters regarding child safety; the site also directs the reader to the GOV.UK's vulnerable



adults policy paper; the Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) 1989; the Care Act 2014 and the British Council Safeguarding Team JUNE 2020 Global Safeguarding Strategy document. Eurospeak as a school has its own abridge policy documents available in the student booklet, on the school's website and longer more comprehensive ones available in the school. The documents set out who is responsible for safeguarding issues at the school, reporting procedures and relevant stakeholders.

### Personal

At a personal level, all who work with children must provide an enhanced DBS (Disclosure and Barring Service) certificate and undergo online Child safeguarding training on the NSPCC website for example Safeguarding for School.



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## Safeguarding Approaches in Italy

Child protection in Italy is mainly ruled under the Civil Code in the articles dealing with the duties and the responsibilities of the parents.

Part I of the Italian Constitution grants civil, social, economic, and political rights to all citizens, including children, and also contains a number of provisions that make specific reference to the rights of the child.

There is no comprehensive children's act in Italian legislation; rather, provisions relevant to children's rights are found throughout various laws.

According to current Italian regulation a minor is not considered able to exercise his/her rights—that is he/she “not capable of acting.” Thus, until children reach the age of 18 their rights are exercised by their parents. When parents are unable to exercise their parental responsibility, or when a minor is unaccompanied, the law provides for the appointment of a guardian who will guarantee the protection of the minor and the exercise of his/her rights.

There are no rules which define the specific ages for children, adolescents and teenagers. In general, these age ranges tend to be associated with the school career, as well as the process of maturation until the age of majority is reached, which is defined by law as the age of 18 years. In line with the school career, the following stages have been identified: childhood (*bambini/bambine*), which typically goes from birth to the age of 10 (early or “first” childhood from 0-6; “second” childhood from 6 to 10), pre-adolescence (*ragazzi/ragazze*), which goes from the age of 11 to the age of 13, and adolescence (in Italian, the same term, *ragazzi/ragazze*), which goes from the age of 14 through the age of 17. However, this scheme conforms only partially to a definition of overall psychological development.

The Italian Civil Code does not contain a definition of minors, but the terms legal capacity and capacity to act are defined in § 1 and § 2 of the Civil Code. The first term, legal capacity, is acquired at the moment of birth, while the second, capacity to act, is acquired once the age of majority (18 years of age) is reached, along with the ability to take all actions for which no other age limit is prescribed.

Although an explicit definition of minors does not exist, by ratifying the United Nations Convention on the Rights of the Child of 1989 through Act No. 176/1999, Italy automatically accepted the definition of child (*fanciullo*) as a synonym for minor, as contained in Article 1 of the Convention.

It should also be pointed out that Article 1 of Act No. 977/67, “Occupational Safety for Children and Adolescents,” as amended by Ordinance No. 345/99, makes a distinction between child (*bambino*) and adolescent (*adolescente*), clarifying that, for the purposes of the Act, a child is to be understood as a minor who is less than 15 years of age or who is still subject to compulsory education, while an



adolescent is understood as a minor between 15 and 18 years of age who is no longer subject to compulsory education.

Following the article 147 the parents “have the right and the duty to support, train and educate their children, taking into account their capabilities, natural inclinations and aspirations”. This article is read to husband and wife during the marriage ceremony. Powers of parents are limited where they behave in a way which produces “serious injuries” or which is “detrimental” to the child” (art. 330).

In those cases the Juvenile Court is entitled to intervene with several protective measures: it can establish special obligations for the parents, such as treatments for them or the child or other kind of collaboration with social services; it can ask for a care order assigned to the local authority, and decide for the child's removal from the family; in the most severe cases it can remove the parents from their ‘powers’.

The Civil Code provides also that in case of emergency, when children are found to be reared in 'unhealthy or dangerous places', the public authority (which is normally the Mayor of the town) has the responsibility to protect the child with an emergency order, that must be subsequently confirmed by the Court (art. 403).

Since 1977 it has been established a strong connection between the Juvenile Court and the social and health system dependent on the local authorities, within the framework of the belief that juridical actions in the area of the protection of children and adolescents should be rooted in the territory and in connection with local psychosocial services. Nowadays the only services which are allocated directly to the Justice system are those that deal with young delinquents placed in prison or arrested.

According to the Italian legislation, specific acts deemed dangerous to children are equal to common crimes and ruled under the Criminal Code. Since 1997 the Italian code provides that all acts of sexual intercourse between an adult (an individual person above 18 years of age) and a child under 13 is deemed personal violence. In 1996 and 1998 two laws to protect children from sexual abuse and exploitation were issued: the law n. 66 that established that sexual abuse was a crime against the person and not only a crime against morality and the law n. 269 qualified the exploitation of prostitution, child pornography and sex tourism involving children as new forms of slavery.

A last relevant area for child protection is the special treatment of minors who commit crimes. Children under 14 cannot be prosecuted. Moreover, in the light of the fact that every child is to be considered as an evolving individual, the law provides the probation system for all minors found guilty by the Court.

The administrative sector of the Juvenile Court is requested to decide upon some treatment measures for children under 14 who commit crimes or for those children or youngsters who are



defined as 'irregular in conduct and character', whose parents are absent or unable to deal with them.

The administrative sector of the Juvenile Court is also responsible for young adults who do not achieve the necessary level of independence and autonomy before the age of majority (which is 18) when they are supposed to leave the childcare system; the law provides an opportunity to postpone the age of majority to the age of 21 in these circumstances.

The minimum age for employment is 16 years, coinciding with the end of compulsory education, as provided for in Article 3 of Act No. 977 of 17 October 1967, Occupational Safety for Children and Teenagers.

The same principle applies for foreign teenagers, except for the need to regulate their stay in Italian territory in accordance with the laws in effect. There is an option available to collect experience in unpaid "work camps," which are organized by associations of the volunteer services.

The National Authority for children and adolescents (<http://www.garanteinfanzia.org/>) has been introduced by law 112 of 12 July 2011. It is an independent monocratic body whose role is to ensure the fullest possible implementation of the UN Convention on the Rights of the Child and of other national and international provisions for the promotion and the protection of children's rights, and to promote and protect the rights of children and adolescents according to the provisions of the UN Convention on the rights of the child, the Convention for the protection of human rights and fundamental freedoms, the European Convention on the exercise of children's rights and other European and International provisions for the protection of children and youth.

The National Authority has various functions, among which: cooperating with national and international bodies and organisations for the promotion and protection of children and youth rights; ensuring equal opportunities of access to health and education services; formulating advices on the national plan for childhood; informing other competent bodies of critical situations concerning children and adolescents;

examining and investigating of complaints; undertaking of research and policy activities; chairing the Conference of regional Ombudsman for children.

The infrastructure of child protection in Italy is based on two different contexts of action: the first one that involves only the local health and social services system; the second one also implies judicial intervention. The administrative protection is based either on the unsolicited request of help by the family, or on the referrals of schools and other local agencies, backed up by parents' acceptance of support.

In the 1990s, together with a growing awareness on child welfare, specialized teams for abused children and child protection spread throughout the country, within the framework of the public welfare system, in tight connection with the local health agencies. This is the period of the public



specialized protection teams (Unità di tutela dei minori), delegated by the municipalities to coordinate and manage child protection interventions, in the judiciary context. The teams are multidisciplinary, comprising social workers and psychologists, and are responsible for the assessment, evaluation and treatment of both the child and the parents. In some cases, they are also in charge of children's placements.

The growing awareness of child abuse also led to the creation of a national network of professionals and services which operates on the basis of the ISPCAN's principles (International Society for Prevention Child Abuse and Neglect).

In those years, under the experimental stimulation offered by Law 285, specialized child protection teams were set up in many local health agencies. These teams developed significant professional capabilities in abuse detection, parental capacity assessment, as well as protection and assistance to children involved as victims. Many regions issued guidelines to support the activities of these professionals and regulate the relationship between services and Court.

The third phase, in the 2000s, developed within the new framework of the law which reformed social welfare (L. 328/2000) and which attributed stronger responsibility to the municipalities and to the local government, in the frame of separation between health and social care systems. Those two trends led, especially in the Northern part of Italy, to close the specialized child protection teams and return these functions to the municipalities. Because of that, this phase is named as "the withdrawal of delegation on local child and family services".

The purpose of this new arrangement was to bring child protection in to a closer relationship with local agencies in the community and to ensure more effective preventive interventions. Italy ratified the CRC (UN Convention on the Rights of the Child in 1991 and the protocols in 2002). In UNCRC the issue of protection of the child is widespread, touching many articles of the convention, often interlinked, but the main articles relating to child protection are:

- Article 4: Protection of rights,
- article 9: Separation from family,
- article 10: Family reunification,
- article 11: Kidnapping,
- article 16: Protection and private life,
- article 19: Protection from all forms of violence,
- article 20: Children deprived of family environment,
- article 21: Adoption,
- article 22: Refugee children,
- article 23: Children with disabilities,
- article 24: Health,
- article 32: Child labour,
- article 33: Drug abuse,



- article 34: Sexual exploitation,
- article 35: Abduction, sale and trafficking,
- article 36: Other forms of exploitation,
- article 37: Detention and punishment,
- article 38: War and armed conflicts,
- article 39: Rehabilitation of child victims,
- article 40: Juvenile justice,
- article 41: Respect for superior national standards.

Italy in May 2017 adopted law no. 71/2017, entitled “Regulation for the safeguarding of minors and the prevention and tackling of cyberbullying”. Article 1 of the law defines cyberbullying as “whatever form of psychological pressure, aggression, harassment, blackmail, injury, insult, denigration, defamation, identity theft, alteration, illicit acquisition, manipulation, unlawful processing of personal data of minors and/or dissemination made through electronic means, including the distribution of online content depicting also one or more components of the minor’s family whose intentional and predominant purpose is to isolate a minor or a group of minors by putting into effect a serious abuse, a malicious attack or a widespread and organized ridicule. If youth safety laws are violated, a complaint can be filed with the police authorities, such as the Carabinieri, the state police, which maintains a separate office for youth affairs at the provincial level, and the municipal police.

For problems in connection with relationship difficulties and problems of a social or psychological nature, people can turn to the social services which exist in every municipality or to the local health care facilities maintained by the government of each socio-sanitary district. In order to help find a contact person for such matters, there is also a national public hotline which people call to report family problems in connection with maltreatment and sexual abuse. There are also hotlines run by associations, including Telefono Azzurro (National Listening Service <http://114.it/> This national service also provides a chat with qualified personnel).

The protection of minors is enshrined in the Italian Constitution in articles 2 and 31, paragraph 2, and in specific civil and criminal laws. The International Convention on the Rights of the Child was approved by the United Nations General Assembly on 20 November 1989. It was then ratified in Italy with Law no. 176 of 27 May 1991 and establishes that in all acts relating to minors, the best interests of the child must be considered to be paramount. No child may be subject to arbitrary or unlawful interference that harms his or her private life, family, home, honour or reputation. Every child, therefore, has the right to be protected by law against such interference or harmful practices. In addition, the EU protects privacy also through the new regulation on personal data protection.

The Italian Privacy Authority has taken an iron stance on minors. The protection of children immortalized in a photo must be respected not only in cases of their involvement in crime news, but also in any area of daily life, including private life, and therefore parents too must follow these rules.



For the Communication privacy laws in Italy, The Privacy Protection Act provides that photographs of minors may be published only with the consent of both parents or guardians. Schools fill a special institutional role in society as protectors of children. In addition to the United Nations Convention on the Rights of the Child (CRC) 1989, and the EU Agenda on the Rights of the Child 2011, Italian Law clearly stipulates the school's and individuals' responsibilities with regard to child protection. These documents make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, have the opportunity to observe and interact with children over time. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in the home country, and/or to local authorities.



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## Safeguarding Approaches in Greece

In terms of child safety, the following legal guidelines should be noted: To begin with, the Greek Constitution specifically acknowledges childhood and youth as distinct legal rights that must be protected by the state (Greek Constitution, Article 21, paras 1 & 3). Furthermore, by enacting law 2101/1992, Greece ratified the United Nations Convention on the Rights of the Child, and all of the included provisions, rights, responsibilities, and guiding principles have been regarded as national rules with primacy effect ever since.

In Greece, the child protection system is activated in the following situations: children who have lost both parents; children who have been abandoned by their caregivers (including infants); incapacity of parents to care for their children; unsuitability of parents for raising a child; child abuse and/or neglect; children with disabilities; street children; children who participate in antisocial or criminal activity.

In Greece, everyone working with minors is expected to report concerns to the police. There is a dedicated subdivision for the Protection of Minors in Athens and Thessaloniki, and it is encouraged to report incidents that involve minors to the local police department as well. When a report is made to local social services, the District Attorney's Office, the police, the school, or a children's hospital, steps are often taken. The Civil Code, Penal Code, Penal Procedure Code, Civil Procedure Code, and Law 3500/2006 on preventing domestic abuse, as well as laws or presidential decrees outlining the position of the social worker, counselor, or doctor, comprise the legal structure at this stage.

If there are concerns that come to the attention of a teacher (regarding domestic abuse of a child) the local government administration can intervene and investigate the matter but only if there is a District Attorney's warrant. School counsellors, consultation centers and Central Health Boards can advise teachers how to handle specific incidents, but they cannot examine children unless there is parental consent. There are NGOs, such as "The Smile of the Child", which are often notified to assist the child's transfer to the hospital or even spend time with him/her while being held there.

It is worth noting that Greece has ratified and thus adopted into national law all major international and European treaties concerning the protection of children (e.g., Optional Protocol to the Convention on the Rights of the Child on the selling of children, child prostitution, and child pornography (Law 3625/2007); EU Directive 2011/92/EU on the prevention of child sexual abuse, exploitation, and pornography (Law 4267/2014).

This has resulted in changes to the current national framework. In compliance with EU law, Greece enacted Law 4251/2014, the Migration and Social Integration Code (as amended by Law 4332/2015), which, along with Law 3064/2002 and Presidential Decree 233/2003, form the Migration and Social Integration Code.



Confidentiality laws also apply to professionals who work with children. Doctors, psychologists, social workers, psychiatrists, and other health-care professionals are common examples. Any professional bound by confidentiality rules who has fair grounds to suspect that a child is a victim of sexual abuse or exploitation may report it and waive confidentiality under Law 3727/2008. According to the Code of Criminal Procedure, anybody who learns that a crime has been committed must report it to the District Attorney or the Police (art. 40). The crime must fall into the category of crimes that are documented by all, not just the victim. This category covers all crimes involving any form of child violence. General notification requirements, in the sense that they extend to all serious punishable offences, not just child abuse, apply to public servants who are told of a crime while on duty (art. 272 Code of Criminal Procedure), as well as physicians (Law 3418/2005), social workers (P.D. 23/1992), and psychologists (Law 991/1979), who must waive confidentiality in order to report a crime. Furthermore, if there is credible evidence that a felony is expected to occur or has already occurred, it is a crime in and of itself (Penal Code, art. 232 1).

Both school and kindergarten teachers are required to report any incident of domestic violence against a student that they have been told about or have discovered under Law 3500/2006 on combating domestic violence (art. 23). They alert the Headmaster, who must then report the incident to the District Attorney or Police. Furthermore, anybody who threatens, uses force against, or bribes a witness or a family member in order to obstruct criminal or judicial proceedings will be prosecuted (art. 10).

Instead of a central government, Greece has a number of state agencies that are responsible for providing social security and health care to its people, as well as free education and childcare on a national scale.

The main authorities are the Ministry of Health (responsible for health services), the Ministry of Labor, Social Security and Welfare (responsible for assistance to vulnerable children such as orphans, children with disabilities or severe illnesses, and so on), and the Ministry of the Interior (responsible for early childhood care, among other things). If no other alternative is available, the Ministry of Justice is responsible for caring for the children of incarcerated parents. Preschools and childcare facilities are the responsibility of local authorities. On a national level, the Ministry of Education and Religious Affairs oversees early childhood services. The Ministry of Labor, Social Security, and Welfare is in charge of each child's social insurance benefits and family allowances.

The following institutions are responsible for children related issues in Greece:

- The National Observatory on Children's Rights, which ensures the successful enforcement of the Convention on the Rights of the Child (despite being inactive for the majority of its existence and currently).



- In 2003, the Department of Children's Rights was created within the Greek Ombudsman's office. Its mission is to investigate any acts, omissions, or allegations involving persons or legal entities that violate children's rights or threaten their health.
- The Institute of Child Health, in the field of child abuse and neglect; The National Human Rights Committee. Its jurisdiction includes anyone whose human rights are offended.



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## Safeguarding Approaches in Spain

The following section contains the existing child safeguarding frameworks in Spain, identifying the implementation of European guidelines for quality safeguarding.

### Child Protection in Spain

The Spanish Constitution collects under its 39.4 article the special protection that must be dispended to minors, referring to the international treats on the same matter that Spain is part of. Staying that: "Children will enjoy the protection provided for in international agreements that protect their rights".

In compliance with this obligation, the Spanish State promulgated in 1996 the Organic Law for the Legal Protection of Minors, which addressed an in-depth reform of the traditional institutions for the protection of minors. The law was later amended by the Organic Law 8/2015, of July 22, and Law 26/2015, of July 28, in order to reflect the provisions of the latest international conventions ratified by Spain - that called for an integrated child protection system- and to provide the entire Spanish territory with a uniform legal framework on the matter, since previously each Autonomous Community had their own regional laws.

All citizens are obliged by the Organic Law 1/1996, of January 15, on the Legal Protection of Minors, partially modifying the Civil Code and the Civil Procedure Law (BOE No. 15, of January 17), in its Article 13, Obligations of the Citizens and Duty of Reserve, to report a situation of possible mistreatment of a minor. Also, everyone that works with minors has to bring an official certificate issued by the police that states they don't have any record of crimes of sexual nature.

The Social Services is the public institution that have to be notified if a child is unprotected or at risk. In order to notify these situations it is not needed to be absolutely certain that there is a situation, it is enough to have prima facie evidence, as the investigation has to be done by Social Services. A notification to the Social Services does not entail the presentation of a complaint, and it preserves the confidentiality of the professional that presents it.

Notifications can be made at:

- Basic Social Services or Primary Care: These entities work at a municipality level, being found in City Councils.
- Specialized services with competence in the Protection of Minors.



- Duty Court. Juvenile Prosecutor's Office.
- Security Forces and Corps (National Police, Civil Guard, Local Police, etc.)

Social Services work from small to a bigger scale, therefore, the notifications should be made to the local authorities, and then it could escalate to the regional ones or even to a national level. The process could follow several steps, such as:

#### Primary care or first level of attention

In the case that a family, a person or an institution (i.e., a primary school, or a high school) needs attention, information or any kind of assistance by a social worker, they will need to go to the Social Services at their City or Municipal Council.

The information and guidance service are aimed at all people, families, institutions and groups who need to know the possible aid and rights that may correspond to them according to their specific case. Including social and economical service they can benefit from.

If the mistreatment or negligence to the minor is spotted by a teacher at school, the school can intervene firstly by doing meetings with the parents, in order to decide if Social Services should get involved and proceed with the next steps.

#### Advanced care or second level of attention

When it is necessary to respond to particularly complex situations in which high specialization is essential, it would be necessary to follow the second level of care.

It is carried out from specialized bodies or specific Social Services Areas in different Autonomous Communities and Local Corporations, which are usually the City Councils.

### **Student Insurance**

In Spain it is compulsory for all students under 28 years of age, from the 3rd year of High School to the end of the 3rd cycle university education, to have a Student Insurance, that will protect them through health and economic benefits, in case of illness, school accident and family misfortune.

Foreign students living in Spain can benefit from this insurance, as long as they meet the general requirements.

This insurance also covers study trips, that are:



- Trips of any nature organized or authorized by the school.
- Activities that are not related to the objectives of the trip are excluded.
- End-of-year trips are also contemplated under this kind of insurance.

### **Other organizations**

In Spain we can find different NGOs whose objective is also the protection of children (such as Caritas, FAPMI, and others). Even though they sometimes collaborate with official institutions and offer similar social support to the one Social Services have (i.e., checks for food, help to families in need, etc.), when it comes to the application of the safeguard policies stated by the EU and the Spain Government, it is competency only of the Social Services Public institution.



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# Safeguarding Approaches in Hungary

## The Hungarian child and youth protection system

Child and youth protection is a system of activities, legislation and institutions aimed at promoting the raise of children in family; preventing and eliminating their vulnerability; and providing substitute protection and care for children who are taken out of the family and social environment officially. Hungary ratified the United Nations Convention on the Rights of the Child in 1991. Since then, Hungary has submitted the required periodic reports on implementation of the Convention's principles regularly.

The general rules and system of child protection are described in Act XXXI of 1997 on the Protection of Children and the Social Services – commonly known as the Child Protection Act. In accordance with the UN Convention on the Rights of the Child, the Child Protection Act puts the rights of the child first, giving priority to upbringing in the family. To this end, it provides a wide range of different benefits for the family and the child and only allows taking out the child from the family as a last resort, but also identifies family care as a priority. The Child Protection Act makes a clear distinction between activities of the authorities and social services. While authorities are responsible for the official decisions concerning the future of the child and the family - e.g. taking out the child from the family or reinstating; appointment of a guardian; decision on adoption; the latter is the different types of services that families and children in need can use.

The Child Protection Act also separates the two types of services: basic child welfare services are available to all families, and special child protection services providing care for children outside of the family. The operation of the child protection system is a state and local government task, in which nongovernmental organizations, religious organizations and individual entrepreneurs also participate. In addition to the above-mentioned organizations, several other organizations are responsible for the protection of children too, who are obliged to report any violations to the local child welfare authority. These bodies include, but are not limited to, the Child Health Service; various public educational institutions; family support services; the police; the prosecution; the victim support service; nongovernmental organizations in contact with children; but any citizen can and even is required to report if he or she detects child abuse or other threats. Child protection overlaps with youth policy in several respects.

## National level

The Department of Child Protection and Guardianship of Ministry of Human Capacities is responsible for the central coordination of child and youth protection systems, legislation and providing the system of operating conditions. The work and the mandate of the Commissioner for Fundamental Rights and his Office are determined by the Article 30 of the Fundamental Law of Hungary adopted in 2011 and based on the Act CXI of 2011 on the Commissioner for Fundamental Rights, both which enter into force 1st January 2012.



Following the relevant regulations, the Commissioner for Fundamental Rights is the legal successor of the Parliamentary Commissioner for Civil Rights, who ensures the effective, coherent and most comprehensive protection of fundamental rights and in order to implement the Fundamental Law of Hungary. The Commissioner for Fundamental Rights pays special attention to the protection of the rights of children and the values determined as the 'interests of future generations'.

### **Regional level**

Since 2013, the child protection jurisdiction was transferred from the notaries to the district guardianship offices. It has become a mandatory task of the local governments to maintain the child welfare service, which has a primary role in preventing and solving problems endangering children. To this end, the services operate a detection and signaling system in cooperation with, inter alia, health and education institutions and other authorities. Employees of the institutions covered by the signaling system, parents, children and any citizen (even anonymously) can report the detected problems to the child welfare service. The individuals, service providers, institutions and authorities involved in the cases have a duty to cooperate and inform each other in the best interests of the child.

### **Schools**

The child protection system includes schools and kindergartens, educational counsellors, but also nursing services belonging to the health care system. These activities can be classified as general child protection activities, which are of great importance for prevention. After all, with the prevention carried out here, they aim to prevent the development of the vulnerability of children. The organization and management of all these tasks is the responsibility of the headmaster. (S)he needs to ensure that there is a so-called child and youth protection officer at the school, who can be one of the teachers, a psychologist or a social worker who works in at least part-time job at the institution. The tasks of the child and youth protection officer are various. (S)he maintains contact with individuals, institutions and authorities dealing with child protection, both in the prevention and elimination of the student's vulnerability. In his/her work, (s)he cooperates with the other teachers in the school. His/her certain tasks include informing children about the contacts of the local authorities; in case of the possibility of a student's vulnerability, (s)he is responsible for visiting the family to discover the living conditions and environment of the child and inform the authority if it is needed.

### **Organizational level**

Youth Bridges Budapest works with learning mobility programmes (youth exchanges and training courses) in the field of youth and volunteer sending activities in the framework of European Solidarity Corps (holds an ESC quality label as a supporting organisation). All their activities are in line with the Child Protection Act. YBB considers health and safety one of the most important preparation topic in its sending activities. Specific information package is released for every call for



applications in which at least one page is dedicated to the specificities of the host country and health and safety information tailored to the target groups' needs. The most important information is repeated during the preparation meetings as well. In case of a participant with special needs like chronic disease, physical disability or mental problem, individual preparation is organized.

As a host organisation, they keep contact with the sending organisations regularly and carefully evaluate the venue, meals, transportation possibilities and staff in terms of health and safety. YBB puts a great emphasis on the rights of the young people too. They are informed about possible challenges, women's and minorities' rights and they are assured of support provided by YBB. Project manager responsible for the learning mobility is available in various channels during the whole duration of the mobility, on weekends and at night too. According to the Hungarian law, as an NGO YBB is not obliged to have a written child and youth protection policy, however YBB board decided to elaborate a Child and Youth Protection Policy document in 2021.

### **Individual level**

As past international volunteers and beneficiaries of many youth mobility projects, the three board members of YBB are aware about the importance of sense of security in the non-formal learning environment by personal experiences. We attach great importance to the issue of security both in our sending and receiving activities, especially the inclusion and wellbeing of disadvantaged youngsters.



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## Chapter 2: National best Practices

Each partner produced 3 national best practices in safeguarding within VET mobility across Europe. The focus of this research was on the requirements needed from an institutional point of view to implement such an approach (policy, finance, staff training, facilities etc.), as well as the impact it had on end users from both the direct and indirect target group.

To make sure that these best practices are as complete as possible, a desk research was complemented by field interviews with 2 representatives from the best practice.



## Best Practices in UK

Eurospeak conducted interviews with representatives from three different organisations in UK working on the field of mobilities with underaged students and in the following chapter we describe their profiles and the results came up from this research.

### Participating organisations description

#### Organization 1.

The interviewee represents a business and education consultancy company that is based in the UK. They are a British education and business consultancy managing education projects from the EU and the rest of the world. They hold a 10 years' experience in project implementation and they currently cooperate with more than 15 EU countries welcoming around 1000 students each year. As an educational consultancy, they organise training programmes in the UK and abroad. We actively participate within Erasmus+, both as a sending and receiving organisation. They have the capacity to organise and manage educational projects in the UK, Europe and overseas. The organisation has experience with Lifelong Learning Programme, Leonardo da Vinci, Erasmus + and related projects for more than 10 years in UK and abroad. Their team will design, manage and deliver your programme ensuring the maximum benefit for your project participants during their stay in UK! As a business consultancy, they can help by analysing existing business situations and suggesting possible improvements, providing consultation on the local and overseas marketing possibilities, finding suitable partnerships, as well as provide ideas on how to deal with urgent situations. 16.2.2021 Interview with their (female) EU project manager (for privacy reasons we will refer to the organisation as Organisation 1, within the analysis)

#### - MAIN OUTCOMES BEFORE MOBILITY -

Preparation activities for the hosting proceed The Organisation 1 is mainly a host organisation. The organisation receives information about the students that will participate in the mobility and their goals and also their language levels so that they can place them in appropriate classes. Beforehand, they know the number of students, their language level, and the topic that they're coming for. Regarding the selection, sometimes they are involved in the selection, but again when they are involved in selection the criteria and procedures are those that are by the sending organisation. But in all cases the criteria are being clear and the procedures are transparent.

The organisation receives students' documents ahead of time. These documents explain the profile of the student. In case they would have something marked specially on their file, for example if they had a medical issue, then they are appropriately prepared. It always depends from each partner on each project. Because for example, if they know that there are going to be participants with special needs, there are extra procedures that will apply. If they know that the project is focusing in a specific field, they follow additional procedures as well.



They have a set of documents that they need to receive along with the set of procedures they need to follow regarding how they talk with our partners to gather the information. Thus, one part of information comes from the direct project partner who is the sending organisation or overall an umbrella organisation and certain sets of information comes from the participants themselves. In the case for the group of 16 to 18, some information comes from their guardians or parents. Later on, the organisation establishes how many students are going to be involved in the mobility, and then they immediately examine if the organisation and their collaborators could host them in terms of accommodation. They usually sorted out the accommodation with host families via a little network in the area. After that, they examine at the numbers of students and the classroom sizes and what would be comfortable. In the end, they make sure they have the appropriate number of teachers available for it before they agree to proceed with the mobility. They plan everything according to the needs of the participants and whether they are specific group, whether they are coming from specific sector, whether there are in specific age group. Thus, not only those who are 16 to 18 but also other groups.

Consequently, they take in conservation that they might have special needs with those who are 16 to 18. The special needs at the special requirements have some legal requirements as well. They already know the project because they are usually involved in proposal writing with them and so they know what they're expecting and what is possible. In certain aspects, they are asking the sending organization to fill the information and provide the information that is according to the project. What are the requirements from the project, what they have to do, and then we go through all that information to see whether it's realistic; Like some of the requirements, especially for those who have reached at the project's first time. The Organisation 1 stated that the programme should be prepared in advance if they have all the information in advance and the expectations are realistic. They refuse to collaborate in cases that the requirements are not met from the sending organisations, minding that their first priority is to delivering mobilities with high quality and always offering safety on the participants.

Organisation Preparation (internal): They are divided in teams; thus, they have specific team who are dealing with specific tasks and they are informed about everything on their tasks but not about specific other aspects. Staff know the information according to their tasks; they are mainly task oriented organisation. Dealing with security and minors since the beginning of mobility Cooperation between partners or between stakeholders who take part in the project is one of the essential points for Organisation 1, especially when we talk about minors, where protection and safety must be a focal point. Organisation 1 receives minors thus; they always want to know the background and they always keep the protection polies by the book for their protection. Regarding the data protection and information sharing they follow GDPR regulations. Regarding the online and social media safeguarding; they do not have a procedure for students. They are communicating with students on social and online media and they have an internal professional communication approach like what they say and what they don't. They are developing as well the detailed programme for the activity along with sending organisation. It works through a cooperation and they need to know their requirements for the programme. So, the Organisation 1 has their basic standards; which are set in



a pretty good professional quality, but they need to know whether, what and when the sending organisation needs and what kind of wording they need and what kind of wording they don't need. Within Organisation 3, the staff every year participate on safeguarding courses online for which they receive certificates in order to ensure the appropriate implementation of the mobilities.

- DURING MOBILITY -

The principles that are already have agreed with the sending organisation are used for the monitoring. Mobility leaders could always raise an issue with their teachers like their accompanying teachers and express whether for example that they believe students should be in in the level below or something like that. In the same time, they are always trying to find new training to deal with students and they were trying to implement new methods and new approaches so that people would spend less time during the mobility. They would be more efficient etc. Like with technology they would spend less time and the students will be happier at the person that we have.

They have values and issues that they take in conservation like safety, communication, etc. They follow a general guideline for handling issues and risks, and the most common issues are those they have encountered in the past and as they encounter new issues, they work together and with the partners according to our principles in order to finally see the issues resolved. Procedures during mobility: The funding provider in each project is the sending organisation. They arrange agreement with the sending organisation but they do not have a separate agreement with their national agency because the money goes to sending organisation. In the same time though, they sign agreements directly with the participants. But for those who are from 16 to 18 majority cases, it is not them who sign the contract with the sending organisation and Organisation 1, there is a guardian, a person or an entity that is representing their life and sign the agreement. Moreover, as soon as the participants arrive in UK, they get an orientation for the school procedures and they are informed on the rules against unacceptable behaviour. The participants are informed that they are in the project for specific reasons and they are informed that their goal is the development of the skills and they have roles and responsibilities and they are explained to them from the first day. Though, there is responsibility and for example not going to work placement without the reason for certain time period is unacceptable behaviour.

As specifically the representative expressed, "basically using the funds of the holiday is not acceptable." They do follow particular requirements of these young people with special needs. For example, in a case where a young person with disability was participated in the mobility and she had a carer and that was arranged by sending organisation, thus, they needed to arrange accommodation that would be specific for her and her carer. They also have had another person in the past who needed accommodation and work placement for him/her and their carer; and then they have had some students with visual impairment, so, they needed to be informed then about their work placement needed to be informed and some tasks needed to be changed. In the same time Organisation 1 provides supervision and monitoring from their side during the mobility, so usually the students if they are underage, they are first of all, they are monitored more through the



host family and through work placements, so all the participants are taking extra care of those if the teacher is not there. They get feedback on a daily basis from team members and participants.

During their mobility students in some cases, they have to commute because accommodation is usually not next to the work placement. However, sometimes participants have accommodation preferences. They want to stay together with specific person. If they are implementing mobility on a sector that is widely normal, they can work in every part of the city. But if they work in a sector that is very specific and usually it's placed outside then, they have to travel a little bit more, but we informed them in advance. And usually those ones who are younger, they do not travel that much and also with the travelling some schools prefer them to travel, so they gain independence and they move around because if they just move by feet from like they live and work like 15 minutes away.

#### - AFTER MOBILITY-

They have an evaluation process only if they have been asked for. It depends with the agreement with the sending organisation. If they are asked to, then they do it. If they are not being asked, they don't do it. Its majority of cases, like 70%, they were not involved because it's sending organisation and they have a specific procedure in mind. They are doing an internal evaluation process, but if there is something that is within the partnership, they also discuss it with them.

They talk through what they learned and like for the future. With those organisations that are bigger and cooperate with them longer they have these sessions more often and for example, after the season, they talk with them through like what went wrong

#### Organisation 2.

The organisation is an English language school delivering English language courses in Southampton. Their activities consist of promoting collaboration with international schools, colleges and private training providers.

Their English language school focuses on developing languages, personal development and the international mobility through European collaborations and working on Erasmus+ projects. Their goal to promote mobility exchanges, training and internship programmes working in collaboration with foreign schools. They are focusing on helping the social inclusion youth group via exchange programmes promoting the understanding of different cultures and raising awareness in the equality and diversity agendas. Their mission is to provide affordable, effective and accessible English language training courses to individuals of all ages throughout Europe enabling them to develop themselves and their potential. Their target group includes people with fewer opportunities in Europe and people seeking to find employment in the UK.

The main objectives of the organisation are to promote and engage young people in formal and non-formal education and career developing by offering professional English language training courses. In the same time, they encourage the mobility of people internationally with English



language and bespoke personal development training courses. They prioritize to increase participation in mobility programmes internationally for increasing employability skills and to lessen the effects of formal and non-formal educational disadvantage on those worst affected. Moreover, they provide and find internship for IT, Office Administrative, Leisure Industries and in the Engineering sectors and they offer the complete package, i.e. airport transfers, local guided tours, English language fast-track training programmes and host families' services. 05.3.2021 Interview with (male) EU project manager (for privacy reasons we will refer to the organisation as Organisation 2, within the analysis)

- MAIN OUTCOMES BEFORE MOBILITY –

Preparation activities for the hosting proceed:

The organisation receives information about the students that will participate in the mobility and their goals and also their language levels so that they can place them in appropriate classes. Beforehand, they know the number of students, their language level, and the topic that they're coming for. In the projects that the interviewee has worked on, have been specifically related to students who were learning about tourism as a specialty in their schools. As a result, they were implementing a mobility related to English for tourism. It involved students who were already studying tourism in their language. The organisation receives students' documents ahead of time. These documents explain the profile of the student. In case they would have something marked specially on their file, for example if they had a medical issue, then they are appropriately prepared. The first thing the organisation established is on how many students are going to be involved in the mobility, and then they immediately examine if the organisation and their collaborators could host them in terms of accommodation. They usually sorted out the accommodation with host families via a little network in the area.

After that, they examine at the numbers of students and the classroom sizes and what would be comfortable. In the end, they make sure they have the appropriate number of teachers available for it before they agree to proceed with the mobility. At least seven or eight months prior the mobility, the Organisation 2 send out questionnaires to the sending organisation with some key questions to the organisers on what exactly they want and the student numbers. In the following time they continuing the communication with online discussions, online meetings and mails. The Organisation 2 proceeds preparatory training with its staff and their external collaborators because they recruit each time the appropriate English teachers who get to teach general English or exam English; in order to inform them on the specialised English course they would need to implement i.e. for tourism. Dealing with security and minors since the beginning of mobility Cooperation between partners or between stakeholders who take part in the project is one of the essential points for Organisation 2, especially when we talk about minors, where protection and safety must be a focal point. Organisation 2 prior the arrival of the mobility minors, check all host families.



The host families need to have a certification that declares that they don't have a criminal record and they are also accredited being host families. In the same time, check again the teachers, their updated criminal records and whether they are qualified to work with children/minors. Within Organisation 2, the staff every year participate on safeguarding courses online for which they receive certificates in order to ensure the appropriate implementation of the mobilities.

- DURING MOBILITY-

The principles that are already have agreed with the sending organisation are used for the monitoring. Mobility leaders could always raise an issue with their teachers like their accompanying teachers and express whether for example that they believe students should be in in the level below or something like that. The accompanying person for the organisation is always the key person to resolve any issue. The accompanying person works as mediator and tries to find solutions, listens to the children and the families. In the same time, the accompanying person a sometimes present and sometimes not. In the same time the organisation received before the mobility all the signed permission from minors' parents or guardians to participate in the activity Moreover, as soon as the participants arrive in UK, they get an orientation for the school procedures and they are informed on the rules against unacceptable behaviour. Thus, the orientation on the first day helps them to know where they are and feel a little bit more comfortable. The Organisation 2 set a rule that none of the minor participants has to commute for more than 20 minutes. In most cases they put people in the centre of town and they are usually 5 or 10 minutes away from the school. There are some cases where there's a bus ride involved. In those cases, they would usually have two students together who would travel from the same house so that they're together. They get feedback on a daily basis from team members and participants, for example, if they start the course on Monday, they get feedback on Monday evening that there was something either really good about it or there was something that they particularly wanted to focus on. Then they will speak to the teacher, who then has to quickly adapt i.e., the learning material. Thus, from day to day it could change. Culture Transition: As teachers they are in position to make sure that students and mobility leaders are really aware of daily life things in the UK that they might not be aware of from other countries. But they mainly believe that it seems to be a group leaders' main task.

- AFTER MOBILITY-

They have an evaluation form that they give to the students at the final class on the final day. And in fact, the teacher leaves the class and then the Director of Studies or a senior member of staff, goes in and gives them a feedback form which they fill in and that covers the classes, the accommodation and the overall experience. This way they are able to resolve/ improve themselves for the future mobilities.

Organization 3.



**VET SQUARED**

VOCATIONAL EDUCATION AND TRAINING



The organisation was established in Reading in 1991. The organisation prides itself on providing students with high quality learning experiences at excellent value. Passionate teachers, modern teaching tools and materials mean that our students achieve their academic and professional goals, study on courses which are suitable to their individual needs, and fit into their daily lives.

Their English language courses, Cambridge Exam and IELTS Exam Preparation courses offer our students the opportunity to study, progress and be part of a welcoming and friendly multicultural learning environment. The main aims of the projects that organisation participates in are to provide high quality research as the foundation to improve the availability of educational opportunities and resources for specific target groups such as marginalised communities, learning disabled adults, or youth in unemployment. They are predominantly active in the field of youth and adult education as partners of different kinds of KA1 and KA2 projects.

The key for them is to work on both local and international projects and we try to cover a broad scale of themes and topics according to what our target group finds interesting. Their academic and administrative teams are both multinational and highly experienced in their specific areas of expertise and collaborate together effectively on a daily basis, bringing ideas, creativity and opinions to the academic progress of our courses and the efficiency of the operational functions which enable them. Their main values are to provide high quality, accessible and affordable education tailored to the individual needs of all our students, regardless of age, gender, ethnicity, nationality, sexual orientation, race, religion or belief, or gender reassignment. In the same time, they manage sustainable long-term growth of provision in which all stakeholders, staff and all suppliers, grow together. They are also providing a friendly, open community for staff and students to thrive and achieve their goals. 17.2.2021 Interview with their (female) Director of Studies and EU project manager (for privacy reasons we will refer to the organisation as Organisation 3, within the analysis)

#### - MAIN OUTCOMES BEFORE MOBILITY –

Preparation activities for the hosting proceed:

The organisation receives information about the students that will participate in the mobility and their goals and also their language levels so that they can place them in appropriate classes. They make sure that they have enough classrooms ahead of time to accommodate the space. So beforehand, they know the number of students, their language level, and the topic that they're coming for. Sometimes students come on a work placement, so the content of the class should be more based on the work life in the UK, whereas some of them will come for the purpose of preparing for University i.e. as they might want to study science, in this case they would need scientific English. Thus, beforehand they gather all this information so they can plan the teaching materials and structure the classes. The organisation receives students' documents ahead of time. These documents explain the profile of the student. In case they would have something marked specially on their file, for example if they had a medical issue, if they have an allergy, then they are appropriately prepared. The organisation also asks for a placement test, the same for all the



students, in order to identify their language level, in the same time they try to communicate with their home teachers beforehand as teachers could provide the Organisation 3 with all the appropriate personalised information for each student.

Dealing with security and minors since the beginning of mobility Cooperation between partners or between stakeholders who take part in the project is one of the essential points for Organisation 3, especially when we talk about minors, where protection and safety must be a focal point. Because if Organisation 3 receives a minor has to know his story, what are his/her expectations and so on and only the sending institution/organisation can do this. Organisation 3 prior the arrival of the mobility minors, they always check the hosting families whether they fulfil all the requirements and whether the houses are in the appropriate distance from the centre where all the courses will be implemented. The Organisation 3 have a host family agency and the agency gets information about the students ahead of time, including their preferences and whether they want to choose a friend to live with or something similar. Thus, they turn them over to the host agency and they place them appropriately and they also try to arrange most of them to be placed close to the school for their convenience.

#### - DURING MOBILITY -

The principles that are already have agreed with the sending organisation are used for the monitoring. Mobility leaders could always raise an issue with their teachers like their accompanying teachers and express whether for example that they believe students should be in the level below or something like that. Safety wise, there's always a system in place of who exactly students/participants should tell if there's an issue. So, all of the teachers have safeguarding training beforehand, but then there's a designated safeguarding lead for this school, so they always know the person to go through to go to with the safety issue. Face-to-face monitoring and evaluations are always of better quality rather than via mails/survey but they use both according to the case. In the same time, the accompanying teachers are sometimes present and sometimes not. Sometimes, as the director of studies told us, they want to be really involved, they for example sit in the classroom and they ask questions but other times they're just sitting outside. Moreover, as soon as the participants arrive in UK, they get an orientation. The student admin officer will show them around the school, teach them about the fire exits and the safety procedure. Participants get their schedule ahead of time, but they are shown, where's the student room where they can hang out and representatives from the organisation tell them useful info, like info on the local cafes, where they could have lunch. Thus, the orientation on the first day helps them to know where they are and feel a little bit more comfortable.

Culture Transition: As teachers they are in position to make sure that students and mobility leaders are really aware of daily life things in the UK that they might not be aware of from other countries. In addition, they consider that there is a joint responsibility of the host family and the teacher. They do some activities where they take them to visit cultural locations near the school, like a museum in Reading, so they always make sure that we take them to the Reading Museum. There is also an



Abbey which was inhabited by monks in the 11th century, they also take them there. They physically walk them around the town and they point out the interesting cultural points as well. They also take them on the weekend to a cultural point of interests, like Canterbury and Canterbury Tales tour too.

- AFTER MOBILITY -

Standard follow up monitoring but the representative wasn't really involved in this procedure in the past before Covid- 19 situation, thus there wasn't more information to be shared in the interview.



## Best Practices in Italy

FORTES conducted interviews with representatives from three different organisations in Italy working on the field of mobilities with underaged students and in the following section we describe their profiles and the results came up from this research.

### Organisation 1.

ENAC is an Italian no-profit organisation, established in 1993, which provides education and training, consultancy and vocational guidance, professional retraining and labour market services through its several Canossian Schools and VET Centres. ENAC with its Schools and VET centres is located in 10 Italian Regions: Basilicata, Emilia Romagna, Lazio, Lombardia, Marche, Puglia, Sicilia, Toscana, Trentino, Veneto. The main aim of ENAC is to promote personal and professional development by enhancing individual competences and attitudes. In particular, within its activities it favours those interventions towards more disadvantage people, at risk of social/professional marginalization. ENAC supports its members by coordinating qualified training for teachers and school staff, exchanging experiences and best practices among its associates and other stakeholders, conducting researches on territorial training needs, promoting and testing innovative training methods and coordinating projects at national and European level within specific area of interest. ENAC considers that participating in European projects could facilitate the modernization and the internationalization of its own educational realities, with the aim of improving personal and professional development of students and staff and increasing the exchange of best practices among European organizations. In 2015 ENAC started an incoming activity as part of its internationalization strategy. The activity is carried out within a logic of reciprocity with the European partners without representing an income source. Enac is involved in various projects

- Key Action 1 - Learning Mobility
- Key Action 2 - Strategic Partnerships
- Key Action 3 - Policy reform
- Jean Monnet
- Sport

19.2.2021 Interview with Mr Luca Calligaro\_ Eu project manager

Catchphrase: "Selection is crucial Then the unexpected will always be there. But over the years we have refined this thing a little, which has not been so much a change in methodology as a different sensitivity in being able to identify the right guys."



## - MAIN OUTCOMES-

The interview reports ENAC outgoing services, because they don't receive minors.

## - BEFORE MOBILITY-

Selection procedure In the field of vocational training , ENAC has about 20 training centres. Projects are managed at a centralized level, so ENAC is the beneficiary and manages all the relationships with the National Agency, prepares all the bureaucratic part so the call for participants is centralized and adapted to each individual entity. The selection is done within that training centre. Enac establishes the criteria, obviously in agreement with the single school, but the criteria are always more or less the same: motivation and academic results, behaviour (used it as a deterrent), observations from the teachers. The selection is crucial to avoid problems afterwards. At the first meeting, when publishing the call, they try to be super strict and straight forward in order to "filter" some candidates. Special needs and fewer opportunities All ENAC target group can be considered to be disadvantaged if we consider it and if we compare it to high schools or technical institutes. Among those, we find also immigrants of second generation, dyslexic (also non-certified diseases), economic difficulties etc.

Liabilities and signatures: Participants are the ones who fill in the forms because it's also a way of making those who join the experience responsible, but they always ask for a double signature afterwards anyway also from the parent (actually they also do it for adults because they are not independent from the economic point of view, so parents should also give their authorisation). We ask to fill in/sign also allergies, GDPR rules etc. Dealing with rules Rules are explained before departure in a 2 hours training thanks to role-playing. Then usually the partner make participants aware of local rules and sign the commitment to respect the rules. ENAC tries then to separate things: their very general training and then on site.

## - DURING MOBILITY-

Accompanying person. A fundamental thing is that with minors ENAC sends an accompanying person and he will stay for the whole period. This is one of their strength; actually, once participants are abroad, they feel safe having an Italian point of reference. Accompanying person is trained teacher/person appointed by the school. Mix of minors-adults It is difficult to have flows entirely made of minors; normally they are mixed. For some of the participants it is the first time they take a flight and it's important sharing this experience with "older" youngsters. Insurance They use the school insurance and it's enough. Monitoring The accompanying person for ENAC is always the key. During the stay abroad, ENAC hears from the accompanying person every day and in the end it's a triangular communication. The accompanying person mediates, tries to find solutions, listens to the



children and the companies/families. Accommodation Mainly in family (now, with COVID things might change).

- AFTER MOBILITY-

Testimonies It is essential to “use” former participants as testimonies for future calls.

## Organisation 2.

Scambieuropei is an Italian organisation located in Bologna promoting the values of active European citizenship, intercultural dialogue, inclusion and integration especially among young people. Their mission is to support young people’s personal, educational and professional development through the promotion of interculturalism, exchange of good practices, and an “active European Citizenship” in a European context.

Scambieuropei was established in 2010 to support our young people in gaining social engagement and skills and allow them to create their own future choices by feeling empowered and ready to accept challenges and new initiatives. They organise and implement local and EU activities for young people to boost their empowerment, competences and develop a path for their future with awareness and positivity. Scambieuropei has participated in different projects in the topic to gain skills that can be useful to support young people not only professionally but also on a human basis. Scambieuropei also organises meetings and infodays with schools, universities, youth centres around the local territory to promote the organisation activities, the Erasmus+ and European Solidarity Programs along with other EU initiatives.

Scambieuropei has also developed a workshop run regularly on European projects to support young people in starting their own initiatives with the support of an expert trainer. Scambieuropei has also a collaboration with the EuropeDirect of the Regione Marche to promote digitally the European initiatives and possibilities for young people. With them, we also organise meetings in high schools to campaign Europe, activism and European possibilities. At a European level, they organise and collaborate in Erasmus+ projects chapter Youth and the European Solidarity Corps Program. In this framework, they send Italian volunteers in the ESC projects while also hosting European volunteers in Bologna to promote social activism and volunteering in the local community through meetings, local activities and digital means. Scambieuropei is also part of KA2 projects focused on the employability for NEETs through which we have promoted volunteering activities, training courses and youth exchanges.

The organisation is a partner of 2 Erasmus+ Sport projects to promote social inclusion and activism among young people and the local communities. For instance, we are creating a group of young ambassadors who should promote a locally healthy lifestyle and wellbeing by meeting other young people through non-formal activities. Scambieuropei has a deep focus also on digital media and communication. In 2009, the association developed a website to promote among Italian young



people free and open opportunities to experience European (or extra-European) mobility, through the promotion of youth exchanges, volunteering, job offers, scholarships and internships. It is an open space where young people can find free end edited information in order to gain new skills, foster their employability or simply have a sharp look on Europe. Among this digital focus, we also created a magazine where young people can freely share their intercultural experiences to disseminate among peers the European citizenship and the different possibilities to live such experiences. The association is a member of the European Youth Press through which we organise several activities during the year. We also support the No Hate Speech Movement by our initiatives.

18.2.2021 Interview with Mrs Rosalia Marchese \_ Eu project manager Catchphrase “we are the responsible for a learning experience”

#### - BEFORE MOBILITY-

**Selection procedure** The school sends the profiles that they want to send abroad (incoming/outgoing); then Scambieuropei (from now on SE) tries to have a meeting with the candidates and select being as inclusive as possible; all kids have potential and this is their chance to show it. So, SE doesn't take into account school marks/grades but their motivation, keeping also aside their willing (for incoming) to stay in Bologna. Of course, technical skills are taken into account also to facilitate the immersion in the work placement. SE has hosted also children with fewer opportunities who, for example, come from low academic achievements or from peculiar familiar background.

**Dealing with security and minors** since the beginning Cooperation between partners or between stakeholders who take part in the project is one of the essential points for SE, especially when we talk about minors, where protection and safety must be a focal point. Because if SE receives a minor has to know his story, what are his/her expectations and so on and only the sending institution/organisation can do this. This is something that can be very stressful for the candidate, because he/she knows that the selection depends on the interview/meeting with SE.

**What is essential to intervene in a timely manner to solve the problem** SE never had any major problems, especially with the groups of medium-sized. SE also valued this as a success because not having problems in the end is a great success. The second point is the fact that they arrive in Bologna as a group, so they feel a great sense of identification with the team. The support among them but also from SE side: from the beginning SE adopts a very informal communication. So the guys feel like writing freely to them at any time or to come to one of SE to inform about problems. Another thing that SE keeps doing - just because the biggest hurdle is the integration into the community – is to organise an aperitif; it seems like a small thing but it helps them to loosen up, to create contacts, to get to know the reality of the community a little bit, and all these dynamics help them to feel free to integrate and thus anticipate a possible problem. Responsibility and rules SE doesn't make participants sign any kind of additional paper rather than the ones required by the framework



programme; receiving partners abroad make participants sign some documents, but SE doesn't. In order to diversify the risk, in the accommodation (usually apartments) they put minors with >18 y.o.

Preparation activities:

SE does about two days of training in which different topics are addressed: intercultural approach, safety, regulations, possible risks, safe areas in Bologna, trying to make them understand that "fun" is fine and is part of the experience, but that there must also be a maturity and an attention towards personal safety even beyond these issues. Then they try to discuss about the experience that they're going to have and competences they're going to acquire, especially with non-formal education techniques. When SE sees that children are bored, they try to spread out the training into different days of the first weeks, to maximise the impact, being flexible also according to the needs of the children.

- DURING MOBILITY -

The principles above are used for the weekly monitoring, also taking a coffee together, in order to create an informal environment. Face-to-face monitoring and evaluations are always of better quality rather than via mails/survey. SE uses these data to improve their quality and to solve issues. The monitoring is made also for companies (once a month more or less). In-site visits to companies are done both for incoming and outgoing (before-during and after) Minors and companies. Companies accept minors, this is not an issue; the main issue is the fact that they don't speak Italian, and it can be a difficulty for minors. SE reports they have never faced stereotypes because they refer to the fact that there is a European programme behind and so it gives prestige to a situation that the participants come from a quality training school. And SE always tries to add value by having these kids at a young age. Feeling safe (and making families feel safe) The really important thing in these cases is to establish a relationship in a phase in which, above all with minors, they are in a great phase of growth and development in which relationships are a preponderant aspect of their growth. Having reference figures who are not seen as authorities is a way for them to feel safe and open to experience. Clearly the preparation is at the base and must always be there because one is responsible for a learning experience on the part of the learner associations. But at the level of then the transition from ensuring safety is to ensure the standards to make the experience unique and truly educational are human relationships and then really know how to interact with the boys understand to have empathy even with respect to their age that is not indifferent.

- AFTER MOBILITY-

Standard follow up monitoring.

### Organisation 3.

SCF is a National Association of training institutions and organizations. It promotes projects and research activities in collaboration with its associates and in partnership with national and



international organizations. SCF's operational objectives are to facilitate the sharing and exchange of experiences among its associates and at the European level, qualify trainers and operators of its network, experiment and promote pilot actions within identified areas of interest, offer services responding to the specific needs of the different target/users groups referring to its associates.

Their mission is to provide representation, operational coordination at the national level as well as subsidiary services to associates. SCF operates by providing assistance – wherever useful and necessary – towards the effective accomplishment of training initiatives autonomously programmed and managed by each associate, in particular by supporting and promoting a virtuous context that is conducive to long-term growth, and by facilitating the sharing and replication of experiences which have led to original as well as effective responses to professional and social needs. Scuola Centrale Formazione (SCF) is since 1975 a no profit Association, recognized by the Ministry of Labour as National Institute according to the Law 40/87. SCF is also registered to the National Register for Research Institutes (N. H18907U). SCF works primarily in order to offer a representative support and an effective coordinating action to all associates. SCF promotes and manages – directly and through its associates – projects and actions for counselling, vocational training and transition to work, with a specific interest on methodologies, innovation and transfer of best practices. These actions are supported by the associates' developed competences and aim their valorisation and promotion throughout the national territory.

SCF is an associated partner of CONFAP, association of vocational training institutes, which traditionally find a common inspiration in the Christian doctrine. At European level, SCF is partner of CEC (Comité Européen de Coordination) based in Brussels. CEC is an association of educational organisations, social enterprises and public institutions throughout 15 different EU countries.

In the last years, SCF has signed specific bilateral agreements with Istrian (Croatia) and Galician Regions as well as created an international network of partners based in Portugal, Spain, France, Great Britain, Ireland, Germany, Belgium, Romania, Hungary, Cyprus, Malta, Greece, Lithuania, Poland, Finland, thanks to EU programmes.

22.2.2021 Interview with Ms Francesca Drago\_ Eu project manager

*Catchphrase “When we talk about safeguarding, minors and internship for us it means safeguarding the quality experience in terms of learning outcomes. We are making sure that if a fourth year student in the restaurant industry goes on an apprenticeship and enters a kitchen, he doesn't just peel potatoes, but he goes to have an experience so that he comes back home and can say I learned or I strengthened or reinforced the things I knew how to do.”*

## MAIN OUTCOMES

Most of their mobilities are during the scholastic year (not in the summer). At the moment, due to COVID-19 pandemic, all their mobilities are virtual.



## - BEFORE MOBILITY -

Selection criteria Most of SCF youngsters are still in the qualification pathway, so 90% are minors (16-17 years old) that attend the second/third/fourth year. Most of them come from the third year, so the third-year apprenticeship often becomes a transnational experience and from the selection point of view, Vocational Training Centres (VTC from now on), as all educational institutions, tend to select on the basis of meritocracy, on the basis of academic performance. We have tried to adjust this orientation a little bit, trying to focus more on motivation aspects. One of the key steps in their selection process history has been the development of a WordPress platform, supporting the management of the mobility and including the tools that are used by the VTC to select the students, allowing them to customize the call for participants etc but respecting common standards/criteria. By standardizing the selection criteria, within the platform VTCs can create the information notice of selection, the report, the rankings, etc proving that a real selection activity has been carried out in full transparency.

As far as the criteria are concerned, most of the points are given precisely to the motivational aspects, which come in part from the knowledge that the evaluation committee has of the young people. Selection committee Usually in the commissions there is the didactic coordinator, the didactic tutor and at least one of the teachers, it can be the English teacher for instance.

So, it's mainly about direct relation/contact with the students, in the sense that they know quite well the students who apply for that kind of experience. So the motivational aspect is what gets most of the marks. To that they add the linguistic competence so possibly the grade in English or other vehicular language could also be Spanish or German that are studied in some of their VTCs. And finally, the academic performance. Selection process and families involvement Once the steps above are done, a ranking list is drawn up, containing the students who have passed the selection and those who have been put into a reserve list. Once the children have been informed that the grant has been awarded, the VTCs immediately hold meetings with the families. Therefore, the families are immediately involved in the process. The first meeting with the families takes place upstream, that is, when the initiative is presented, to make the selection as transparent as possible.

So, on the occasion of the presentation of the year, it is said there is also the possibility to do a transnational mobility, so making them aware that at some point during the year the young people who will have to do an apprenticeship experience, some will do it in their own city, others will have the opportunity to do it abroad. This already serves to put families in a position to reflect on this opportunity and on the possibility of their child going abroad to do this type of experience. So, once the selection has already been done and the girls, boys and families have been informed, at that point the contract is signed.

Then the families and the students commit themselves by signing the Erasmus mobility contract. It is explained to the guy and the family how the grant is managed and basically in what the mobility experience consists of in concrete terms. Important focus is put on rights and duties.



Special needs:

If we mean young people who have a certification with a real disability, SCF has initiatives dedicated to this type of target group. But in general, there are young people who certainly come from very disadvantaged backgrounds, not because they have a certified disability but because they have a difficult background. Let's start from the assumption that in Italy vocational training very often sees the presence of young people who, for example, have in some way failed the course at the state school.

So, we have a lot of young people who have dropped out of school and who in some way are accepted by vocational training as a second unit school. So in general SCF starts from the assumption that a large part of their VTCs works with young people who in some way have difficult experiences in their lives, they can be family difficulties, they can be the lack of parents, they can be unaccompanied foreign children, so they are young people who certainly have a lot of difficulties and emotional gaps behind them, so they need to be supported.

Therefore, in general, all the activities are aimed at this type of target. In the context of the activities that SCF carries out, in the context of some of the specific activities that some of their Training Centres carry out, there are some that also carry out activities that are focused and specific for young people with certified disabilities. But, in that case, they don't do a lot of mobilities yet. Preparation On the preparation SCF doesn't have a standardised model but it is managed with a strong protagonist by the sending VTCs.

But, in general:

- the language preparation is provided through OLS and also some special preparation before departure provided by the VTC (16 to 20 hours), one month before departure, especially on technical language;
- pedagogical preparation: young people have to be aware on what are the aims of this experience and what is also the emotional impact that this experience has, the value of interculture, etc. Everything can be done in the online platform. Also the receiving partner has access to the platform, can check the preparation that has been done and eventually integrate.

- DURING MOBILITY -

Mobility diary/agenda and monitoring Students are asked to fill in a self-evaluation called "Diario di mobilità", a youth-oriented and user-friendly tool in the platform. Also companies fill in the evaluation on the platform. Anyway daily informal communication -specially with the tutor- goes through WhatsApp.



Liabilities – respect of rules Involvement of parents is crucial in the signing of contracts. In many cases of SCF contracts, in addition to the child, the parent also signs because he or she clearly has parental authority over the child and there are clearly a series of obligations regarding privacy and parental consent for anything that may happen, quality Commitment document, which is actually a document inspired by the charter. Some other duties are asked to be signed by the partners. Tutors Highly encouraged the presence of a tutor when minors, internally selected from VTCs, alternating among teachers. This is a great asset for us and it has a great impact on the quality of the VTCs because when the staff believes in the project, when the teachers believe in it, when the management believes in it, it is clear that it will be passed on to the students and their families. Accommodation Accommodation is provided in families (at least before the pandemic).

SCF has always tried to propose to the schools, to the students, to the families, to stay in a family in order to live the mobility experience in the best and most intercultural way possible. They have seen over the years that the accommodation in family was the one from which the students benefited the most, not only economically because the accommodation in a family is cheaper than renting in a flat or hostels. But because in a family there are rules to respect and so you have to respect their habits and, in some way, you have to adapt and be resilient, to communicate in the local language.

Moreover, through the family there indirect control over the guys, cause they are giving some rules; this could certainly be useful, especially for minors and for everything that concerns not only the hours of return home in the evening, going out and being late, warning them not to warn them if they are at dinner with the family or not. The presence of a family can give greater guarantees from the point of view of security; every time SCF sent children to a family, they have rarely had any problems. After COVID will be over, things might change. Insurance They normally use school insurance and the related programme rules. With/after COVID pandemic there might be an additional insurance, related to possible quarantine/positivities/longer stay.

High quality traineeships Expectations from the participants, their families and from the VTCs are always high. In the first years of the 2000s SCF concentrated a lot on the organisational aspect, worked a lot with the intermediary partner abroad, to say: let's look for the flat, let's look for the family, let's look for the company. In the last ten years SCF has focused a lot on making sure that if a fourth year student in the restaurant industry goes on an apprenticeship and enters a kitchen, he doesn't just peel potatoes, but he goes to have an experience so that he comes back home and can say I learned or I strengthened or reinforced the things I knew how to do.

Over the years SCF realised that this was actually the answer that the young people wanted, which was to take home a quality experience in this sense. When SCF talks about safeguarding, minors and internship for them it means safeguarding the quality experience in terms of learning outcomes That's why they have a platform helping them also with the database of learning outcomes.

- AFTER MOBILITY -



Monitoring The evaluation tools, the company's evaluation, the student's self-evaluation and the Mobility Tool itself, are always filled out with the support of the teachers/tutors, because sometimes the students tend to fill it out very quickly and give very little information. So SCF tends to do this thing once they go back to school, they go to the computer room, switch on the computer and do this activity, which becomes a short tutoring hour to all intents and purposes.



## Best Practices in Greece

iED conducted interviews with representatives from three different organisations in Greece working on the field of mobilities with underaged students and in the following section we describe their profiles and the results came up from this research.

### Organisation 1

The 1st organisation is a non-profit organisation established in 2010 in Athens, Greece that works on a local, regional, national, and international level. The key aim is to inspire and motivate young people to contribute to social, educational, and environmental challenges by promoting and supporting active youth participation in society. The goals are to fight racism and xenophobia by prioritizing ideals derived from European Union principles. The organisation has participated in more than 80 KA1 mobilities programs as a sending organisation during its years of activation and gained a great experience. The interview was held online via MS TEAMS on the 7th of April 2021 with a (male) Project Manager of the Organisation. For personal data protection reasons the organisation will hereinafter be referred to as "Organisation 1" in the analysis.

#### - BEFORE MOBILITY -

The pre-mobility preparation process usually begins with the creation of the invitation to be published, which invites public or private schools and their students to participate in the program. The criteria are never demanding and usually everyone can participate. The procedure followed is for the interested participants to fill in specially formulated questionnaires, citing some basic information about their interests and inclinations. Questionnaires usually help the organisation understand the needs and interests of students. Organisation 1 collects the profiles of the students who will participate and with frequent online or face to face meetings introduces them to the topic and explains to them the object of mobility. Additionally, Organisation 1 arranges frequent meetings with the host organisation where they discuss the number of children to participate, specific aspects of the subject and other specialized clarifications on mobility. The staff members of the organisation do not need to receive any specialized training as they have participated in many seminars with different topics and have gained a lot of experience. However, the new staff of the organisation is always provided with the knowledge and tools to support the respective program. For the preparation of the activity, the main channels that facilitate the communication and the process are email, Skype, ZOOM, WhatsApp, Messenger. The cooperation of the organisation 1 with the partners of the program is in the context mutual respect. For this reason, written agreements with all stakeholders are required (financial contracts, partnership agreements, participation). Responsibilities are clearly distributed to each person responsible for all mobility activities to avoid procedural problems and facilitate the workload. For example, the financial management, the support of the participants, although everyone is aware of all areas, the responsibilities are clearly distributed. Moreover, Safety for the organisation 1 is perhaps the most important part of the mobility, especially when it comes to minors. In addition, to ensure safety, Organisation 1 requests written declarations from the



parents/guardians of children under the age of 18. Regarding the crisis management plan, the organisation has not developed one due to the fact that this need has not arisen. The people responsible for the program have a lot of experience in crisis management and fully cover this part. Of course, in the preparatory meetings of the leaders with the participating students, all the parameters that might arise are mentioned, as well as ways to deal with them. For instance, “What would you do if you got lost in a foreign city?”. It is analyzed extensively in preparatory meetings. Furthermore, Organisation 1 defines as unacceptable behaviour all kinds of discrimination, racist attitudes and comments, exclusion due to racial, religious, sexual discrimination. Before mobility, Organisation 1 ensures that all participants are insured with European insurance, which covers them for the entire duration of the activity. Also, the requirements for students with special needs are always adapted to each mobility program.

#### - DURING MOBILITY -

During the mobility, the manager responsible of the Organisation 1 makes sure that they are always by the side of the children and support them. The organisation has set up a process after the end of each day, where all the participants of the organisation 1 gather and discuss what they have learned or what has troubled them. The hosting organisation, almost always, offers affordable and comfortable solutions for the accommodation and the transportation of the students. In terms of the equipment that the participants will need, the hosting organisation usually makes sure that there is enough material for the participants to work. In case they need laptops or some other electronic device, the Organisation 1 provides them.

#### - AFTER MOBILITY-

After the end of the mobility and return of the students, after personal and collective interviews with the students, Organisation 1 develops a quality report, which lists the lessons and the knowledge they received. The host organisation, also, sends a report on the overall experience. The results of the mobility are disseminated into the Organisation’s network.

## Organisation 2

The 2nd organisation is a non-profit organisation, founded in 2015 and based in Larissa, Greece. It is by creative citizens and young people who share ideals, values, thoughts, concerns and vision. The purpose of the organisation is to contribute to the creation of an equal and just society, by organizing innovative actions and initiatives for the creation of active and institutional citizens so that they can later be the citizens and actors of social change. Youth mobility is addressed to students, Roma teachers, Roma adult students depending on the thematic area of the project. In the past they had also participated as a hosting organisation, but for the most part they implement programs as sending



organisations. The interview was held online via MS TEAMS on the 7th of April 2021 with a male co-founder of the Organisation. For personal data protection reasons the organisation will hereinafter be referred to as "Organisation 2" in the analysis.

#### - BEFORE MOBILITY -

The pre-mobility preparation process usually begins with the creation of a public invitation. At first, Organisation 2 sends emails to its network to inform them about all of its actions, by promoting an info pack that they create every time they post on their website and social media. After the public invitation, a Portfolio is created with what the respective program needs and then the interview process takes place, those who meet the criteria are included in a list which is evaluated based on the conditions of the program. The needs of the participants lie in organisational support, mobility, and individual support. These are pieces of Erasmus programs that are self-contained. So automatically, mobility and individual support is something that participants or organisations see based on the maximum eligible cost of the programs. In case there is something that goes beyond the budget, they have the opportunity to look for an extra amount, which, of course, they avoid and try to cover all expenses from the amount provided.

Also, Organisation 2 organises and implements programs with specific requirements following the financial rules. Regarding the preparation of the program, initially, a brainstorming is done based always on a need that is created or on goals that the organisation has. An organisation that specializes in human rights sees the daily life and current affairs and on the goals each one has. So, designing through the organisation's network and expanding it. In most cases, Organisation 2 navigates into the topics that interest it the most, that has experience and know-how to support it. Then, Organisation 2 gets in touch with its network to see which of them would be interested in designing and organising something together. Once the idea is decided as a whole, they design the consortium and as soon as it is completed and the writing team is created and we submit the proposal. Continuous teleconferences are held to delimit the rules of the host organisation that are separate and to make a cultural coupling because there are people who have traveled to Europe and have met different cultures and others who have not traveled and feel insecure. Organisation 2 also organises workshops in their premises in order to prepare them and make them feel comfortable and to get to know each other. Certainly, a cultural and linguistic preparation is done according to the needs of the group. It is very important for the participants' safety and for their smooth integration in a different cultural space. The new members of the organisation need preparatory training. Everyone knows the procedures from some point on, but they always make sure that the knowledge is spread. For the preparation of the activity, the main channels that facilitate the communication and the process are email, skype, zoom and phones, or WhatsApp, Messenger.

In addition to exchanging ideas and information with organisations, there is an already developed reliable network. Organisation 2 claims that the priority is to explain to them how they work in practice. Partners provide information on how they work and from the experience of each organisation we understand their professionalism. With internal communication, Organisation 2



understands if they meet the conditions. The target group is fully analyzed where the hosting organisation is informed about anything. Regarding the participants with special needs, it is considered as fact. They mention everything specialized, such as the eating habits and any mobility problems. Organisation 2 always ensures that data protection declarations are signed by all stakeholders and interested parties. Also, both parties (partners and participants) must sign mandatory written agreements with the Organisation 2, under which the goals, protocols, and requirements are analyzed. Safety is the most critical point for mobility, especially when the participant is a minor. For this reason, the organisation always makes sure that GDPR declarations are signed by the interested parties and their parents/guardians. Organisation 2 stated that they do not have an emergency protocol.

However, they consider it necessary for the smooth functioning of the programs and they are in the process of creating one. Additionally, for Organisation 2, unacceptable behavior is defined as anything that does not follow the rules set by the program and the stakeholders based on the human rights declaration. Concerning the health insurance, before mobility, Organisation 2 ensures that all participants are double insured, both with national and European insurance. Another crucial factor is the redefinition of things when it comes to people with disabilities. More specifically, people with disabilities who participate, push Organisation 2 to a specialised procedure adapted to their needs and habits.

#### - DURING MOBILITY -

Every day there is an assessment both internally and with the participants, who make a reflection group to discuss the day. The person in charge contacts the Organisation 2 to state that everything went well and whatever has occurred. In addition, a communication channel such as Viber or WhatsApp is selected so that the organisation can be informed that everything is going well. Regarding the availability of equipment, it depends on the program, the topic and the needs. They always provide laptops and a camera. However, Organisation 2 sets as a high priority the assurance that the participants can communicate with the host as well as with the organisation. Adequate accommodation is agreed upon in advance. The hosting organisation suggests the best and most affordable solutions in a reasonable distance from the working venue. The person in charge who is appointed for the students' transition has great experience and takes care to solve any issue that arises.

#### - AFTER MOBILITY -

All impressions and observations based on the daily reflection groups during mobility are recorded and analyzed after the end of mobility. At the same time, Organisation 2 receives the evaluation by the host organisation. After that, Organisation 2 organises a workshop where everything is discussed about the achievements of each program. At the end, a final report is formed where all the elements of mobility are gathered. Finally, the main goal of Organisation 2 is to disseminate the results of the



project, so it organises awareness campaigns on social media and podcasts on local radio to further disseminate the results.

### Organisation 3

The 3rd organisation is an NGO, based in Thessaloniki, Greece, active in the Erasmus+ KA1 and KA2 programs. Since 2012 they offer opportunities to youngsters, adults, social and professional groups to develop themselves through non-formal education methods and “learning by doing” activities. They develop programs and initiatives that motivate young people and adults to involve in learning activities, support people with special needs in gaining access to education and integrate better in the society, and help volunteers to gain knowledge, help the community and obtain new skills. They inspire active European Citizenship, solidarity and tolerance among Europeans, through: Youth Exchanges and Training Courses, European Solidarity Corps (Sending, Hosting and Coordination), Erasmus+ Strategic Partnerships, Programs for adult practical learning, national and local events and initiatives. The organisation has participated as a hosting organisation in over 40 programs and as a sending organisation in over 300. The interview was held online via MS TEAMS on the 9th of April 2021 with one of the 4 founding members of the organisation. For personal data protection reasons the organisation will hereinafter be referred to as "Organisation 3" in the analysis.

#### - BEFORE MOBILITY -

Organisation 3 mainly participates in mobility projects as sending organisation. Definitely, there is complete transparency in the selection process, everyone can have access in the criteria, there is a separate field in the application that they fill in which in essence says what their motivations are, something like a cover letter. Organisation 3 receives all the necessary information about the participants. When there is an open invitation for some mobility, there is a separate field for the participants to describe their needs to and why they participate in it and if it covers the project that will participate their needs. We are creating exactly this space. Furthermore, Organisation 3 receives funding from the Erasmus KA1 program and always makes sure to be covered both as a sending and as a hosting organisation by the amount provided. Where funding does not reach, they will try to cover it, but so far, all these years this need has never arisen. Another crucial part is that they always make sure to have an active role in the program. The Organisation 3 has a pan-European network of partners, approximately 90 partners.

The program is organized and submitted jointly. If they are the hosting organisation, they start a process, a short concept notes and later when they submit the application everyone has the full description regarding the fields of the participants, the activities, the accommodation, the food etc. When they participate as the sending organisation, they immediately ask to have the info pack to start the preparation. In order to fully prepare the participants, Organisation 3 usually prefers face-to-face meetings where they discuss everything concerning the projects' activities, the dangers may occur, the appropriate behavior, always in a framework of good faith in each project they participate in.



Otherwise, if some people cannot participate in the face-to-face meetings, they arrange online meetings. Regarding the staff trainings, no preparatory training is required. They are constantly updating the organisations' trainings and the thematic areas they are into. In addition to the 4 founding members of the organisation, they also have a core, a support group, consisting of 20 people, who with continuous training are informed about everything that has to do with the procedures and the requirements. They are always up to date. The organisation 3, through the years of its activation, has a reliable and secure network of partners. They are confident that their partners provide all those requests at all times to ensure the proper reception of the participants. Any organisation that does not meet its requirements, our cooperation is simply terminated. As far as people with special needs are concerned, detailed and additional meetings are held.

Their partners within the organisations work with the disabled so they know exactly their needs. Regarding the management of personal data, all participants sign a GDPR compliance. When Organisation 3 is the hosting organisation there is continuous support from the team and the support group and when is the sending organisation always takes care to facilitate the process. Responsibilities are clearly distributed to each person responsible for all mobility activities to avoid procedural problems and facilitate the workload. For example, the financial management, the support of the participants, although everyone is aware of all areas, the responsibilities are clearly distributed.

Concerning the crisis action plan, Organisation 3 has developed it through the seminars they organise. They carry out specialized crisis management seminars. The Crisis Management Plan consists of all the steps and procedures that must be followed to deal with possible crises. Additionally, Organisation 3 signs mandatory written agreements with all stakeholders (partners and participants) where the objectives, procedures and conditions are analyzed. Organisation 3 has prepared a handbook-manual that explicitly mentions responsibilities, behavior, rights, etc. which they read in detail and sign. It is important to mention that, as unacceptable behavior, Organisation 3 includes discrimination, racist attitudes and comments, exclusion due to racial, religious, sexual discrimination. Safety is the most critical point for mobility, especially when the participant is a minor. For this reason, the organisation always makes sure that GDPS declarations are signed by the interested parties and their parents/guardians. Organisation 3 uses emergency protocols that have been created according to what the program guide mentions but also according to information they have drawn from the seminars they attend with rescue / civil protection teams. Before mobility, Organisation 3 ensures that all participants are insured with European insurance, which cover them for the entire duration of the activity. It is also, foreseen in the agreement they sign with the participants. Organisation 3, also, declares that the requirements for students with special needs are always adapted to each mobility program. It makes sure that the program is designed so that no one gets in a difficult position by participating and everyone participates in the most pleasant mood.



- DURING MOBILITY -

Organisation 3, states that during the activity there is always information about anything that arises and to express that they are concerned (fears and expectations) When Organisation 3 participates as the host organisation prefers face to face communication, otherwise they maintain constant communication through social media. Organisation 3 carries whatever equipment has where the activity takes place. The equipment can be laptops, cameras, stationery, markers, projectors and generally everything that young people will need to function in the context of non-formal education. The distance between the accommodation and the workspace is always close. Moreover, most of the times the hosting organisation is careful to offer solutions to facilitate everyone. There is a continuous evaluation process during the mobility. Organisation 3 gives them a questionnaire where we ask them to tell us the positives and the negatives, so with these questionnaires we receive satisfactory feedback which we always adapt and improve in our procedures. Moreover, through the experience of the organisation 3 all these years, the need has not arisen to deal with any incident of fear or insecurity. Through the process mentioned above, the person in charge tries to prepare the participants perfectly so that there is no margin for insecurity. Joy and enthusiasm are above all in the mobility of youngsters.

- AFTER MOBILITY-

Organisation 3 has founded a local group of children who have participated in mobility and through there, with scheduled meetings we receive new ideas and form properly and older ideas and processes. It is a process of continuous evaluation. After the mobility, online interviews are organized with the participants. There, all aspects of the program are analyzed. Finally, the organisation disseminates the project's achievements on social media and the pan-European network through newsletters and related posts.



## Best Practices in Spain

Magenta conducted interviews with representatives from three different organisations in Spain working on the field of mobilities with underaged students and in the following section we describe their profiles and the results came up from this research.

### Organisation 1.

Mar Violeta is an association that works in the area of social inclusion. It is located in Gijón, a coastal city in the Principality of Asturias (Spain).

At Mar Violeta they specialise in various fields related to the social sphere. Within this context they carry out different activities (mobility projects, courses, workshops, conferences) and European projects (Erasmus +) in order to promote the social integration of people at risk of exclusion.

Some of the areas in which this association specializes are: gender perspective and effective equality between women and men, youth (through leisure, environmental and health programs, among others) and social inclusion. However, their team also develops activities aimed at the elderly, the prevention of drug use and activities on health and nutrition, as well as those planned for intervention with minority groups, among others.

Date: 22nd February 2021

Interview with: Julia Fernández Valdés – Technician

### ANALYSING THE MOBILITY PROCESS:

#### - BEFORE MOBILITY -

Mar Violeta does not choose the participants that are going to participate in the mobility process. They are just a link in the process of mobility. Their role starts the moment students need someone to find them a company to do their internship in as well as a tutor figure to monitor their stay. The students are already selected by their education centres, as well as any other procedure that needs to be prepared before the mobility.

When it comes to collect the needs of participants, Mar Violeta usually sends questionnaires to the education centres of origin to define the profiles of the students. Also, interviews are held with them to do so, helping this way to analyse their needs and interests. Then, the hosting organisations get



sent the programme and the cv of the potential participants in order to check their profiles are adequate to the needs and preferences of the Company. The programme is developed by the coordinator and the technical staff.

The participants are prepared appropriately before departure, as meetings are organised to provide them with documents with lists of things and legal requirements they may need when arriving to the host company. They are also explained the importance of being open minded and make the most out of the experience. Regarding the preparation of all the team members in Mar Violeta, all staff has previous training on the matter to work on mobility projects. To ensure that the host organisations are also prepared for hosting the students, Mar Violeta sends them a written report of participants' profiles interests and specific needs, so they can see if that fits them or not.

To the question of what communication channels do they use to monitor activities, Mar Violeta keeps in touch with participants through email, telephone calls and messages, and online meetings too. To safeguard the data protection and information sharing, and to be able of publishing on social media about the mobility, participants sign a document for transfer of data and image.

Regarding the responsibilities for all aspects of the programme, those are clearly allocated to named persons, who have the necessary capacity (knowledge, authority, availability, means) to deal with issues occurring within their sphere of responsibility. Mar Violeta doesn't have exactly a Crisis action plan but, besides the personal staff, there is a coordination among the team with problem-solving capacity and enough experience to guide students in different situations. For the rest of responsibilities that the main partners have, they are specified in the written agreements that are sent previous to the mobility, which also specify the timetable, deliverables, workload, financial arrangements and so on. Mar Violeta has agreements with all parts involved (providers of funding, subcontractors, host families, accommodation providers, etc.).

There are also written agreements with the students. The reflected rights and responsibilities that they have are reflected in these documents as well as the rules of conduct they must follow. The documents are given to the participants before leaving and during the first meeting held after their arrival, as they must understand what will be considered as unacceptable behaviour (i.e., disrespectful conducts and lack of education, vandalism of materials and/or furniture, misuse of the facilities, thefts, violent behaviour, no participating in the activities proposed, drug use and alcohol drinking, among other things). It is also mandatory that minors participating in the mobility have a signed permission from their parents/guarding to participate in the activity.

Mar Violeta does not have a "risk assessment" checklist, but makes sure that everyone is covered in terms of insurance previously to the mobility, including participants and team members.

Adequate support is available in the hosting environment, as students always have an assigned tutor within the host company. This is a way of covering the special needs that some participants may have, and to ensure a good monitoring and mentoring of students, and also having a prepared and experienced adult with the minors that may be participating in the mobility. There is always a tutor that accompanies the group in every activity. Mar Violeta looks for specialist with



previous experience working with children and young people (in the case that there are minors participating). The tutors support students asking about their experiences and acting, when necessary, as a mediator between the students themselves and the host companies.

When asked about the use of a welcome package for selected pupils in order to reassure them and raise positive expectations for the stay abroad, Mar Violeta explains that a previous meeting is held once the participants arrive at their destinations, where they are explained what activities they are going to develop and they are given information about places they can visit around the city. Also, they are introduced to the tutor of the group and the people that are going to participate in the mobility.

#### - DURING MOBILITY -

Mar Violeta has built in structures where participants can express any concerns they may have, as they organise meetings that are planned in advance, individually and within the group. To maintain fluent communication with the relevant stakeholders, email is the media they use.

Regarding materials and necessary equipment availability, Mar Violeta has everything prepared in advance for the different activities and the facilitators are familiar with the dynamics and the materials provided. The accommodation of participants is also in line with their needs and objectives, and the organisation focuses on easy and fast commuting to the workplaces. The person in charge of this is always the tutor designated by the association.

There are also feedback mechanisms during the stay, so Mar Violeta's methods are always adjusted to each group. Tutors as well as students are in continuous learning throughout these experiences and the designated technical staff is always available for the students and always trying to solve any issues or doubts that may arise.

#### - AFTER MOBILITY -

Regarding the end-of-stay evaluation of the participants' stay, there are two different evaluations. One is carried out by the host Company and another one provided by the organisation. Mar Violeta makes sure that they have all their participants' testimonies in order to implement further changes and get to know the opinions of their students. The organization builds a safe space for a structured reflection on the experience as feedback is gathered through different meetings and written documents in which Mar Violeta encourages them to speak their minds and analyse their experiences thoroughly. The reflection is structured collectively as a partnership, so the association makes sure the partners have clear objectives.

The recognition tools and processes used to support the reflection are the evaluation documents, developed both individually and collectively, as well as meetings that take place throughout the mobility. When asked about any help that participants may need to reintegrate



themselves into the home community after staying abroad, Mar Violeta answered that they do not provide it, as it is not needed.

## Organisation 2.

The School of Art of Oviedo is a public institution that offers specialised VET training in Arts, including, graphic design, illustration, photography, interior design, editorial design and sculpture. The centre is located in Oviedo, Asturias integrated within the campus of El Cristo, an area dedicated to university studies with multidisciplinary buildings and tons of possibilities for students.

The main aim of the School of Art of Oviedo is to promote personal and professional development by enhancing individual competences and attitudes within the artistic world. The School is characterised by organising and promoting many artistic events, always taking into consideration the benefits of their students.

The School of Art of Oviedo considers that participating in Erasmus+ programs can facilitate the internationalization of its students and the promotion of art as a universal language.

The main aim of the school in regards of participating in this program is to promote the personal and professional development of its students establishing a global vision.

Date: 5th March 2021

Interview with:

Alejandra Alonso Rodrigo - coordinator of Erasmus+ mobility in the School of Art of Oviedo.

### ANALYSING THE MOBILITY PROCESS:

#### - BEFORE MOBILITY -

The School of Art of Oviedo centres its mobility Project in its own student, therefore it is the education centre of origin in their student's mobility. In order to develop the mobility, it has a selection process that consists of four steps. Firstly, the students interested in participating in the mobility need to do a language test, so they know if they'll be able to communicate efficiently. Secondly, the mobility coordinator will ask for their average grades in order to make a list from highest to lowest. The third step is a personal interview with the applicants, after which they'll be asked to present a cover letter & portfolio. With these four steps, the department of mobility will make a list, from the lowest to the highest grades and the students with the highest ones will choose their destination first.

When it comes to collect the needs of participants the School divides their students according to their areas of expertise, to facilitate finding a place for them to do the mobility. In order to make sure all the students' needs will be covered during it, the centre will organise online interviews between the students and their host companies, so they know each other before the activity and get to know what to expect from one another.



Regarding the participants' preparation for the mobility, the School of Art of Oviedo as an education centre of origin, selects its students according to a scale of requirements to ensure they are prepared. After that, they give them a document summing up the activity and the structure of the host company and also information about accommodation and transportation.

On the question of whether or not monitors are prepared for the methods used and how to carry them out, the interviewee explained that all team members have enough experience and preparation regarding the method and expertise necessary to develop a successful experience.

The channels of communication used by the School of Art of Oviedo does not include any previously planned meetings with the students during the mobility, but keeps a fluid contact through phone calls and WhatsApp messages, and they are also available through e-mails.

When asked about Data protection/ Information sharing/ Safeguarding online and social media, participants sign a consent form that grants the centre permission to use the students' image on social media, as well as permission to process their information for organisational purposes.

All responsibilities for all aspects of the programme are clearly allocated to named persons, and are stated in every document that is shared with every part involved.

The responsible persons in each organisation have all the capacities to deal with any issues that may occurred. The School of Art of Oviedo requests the student's emergency contacts information, and the tutor will provide a telephone number of contact. In the case that a conflict arises or students encounter any other problem, the tutor will get in touch with both emergency contacts and legal authorities, in case that's necessary.

When it comes to the agreements with all other actors involved (i.e., providers of funding, subcontractors, host families...), the centre will be in charge of having them written and sent to everyone before the mobility starts. The School of Art of Oviedo doesn't have accommodation agreements, as the students are the ones that look for, find and choose where they want to stay. The centre just recommends portals and information that may help students find flats or rooms for rent, but the students are the ones that have to manage any agreement and paperwork.

The School of Art of Oviedo asks their participants to sign the Erasmus+ Student Charter, a document that contains all their rights and obligations as Erasmus students. All participants are expected to have and appropriate behaviour. If the students disrupt the normal development of the activities, or are violent, problematic, and disrespectful to people or materials (vandalism), they'll be expelled from the programme. The School of Art of Oviedo also includes the necessary insurance for students in the Student Charter.



The School of Art of Oviedo also organises a welcome meeting with the students and the tutor of the host organization once the students arrive at the destination country, where they receive more information about the program and what to expect from the experience. They are told what is expected from them and some useful information about their surroundings.

- DURING MOBILITY -

The School of Art of Oviedo doesn't have planned meetings during the mobility, as the students are in a different country, but fluid communication is maintained through WhatsApp and e-mail. For the communication with other stakeholders, they are always available via telephone and e-mail too. These channels of communication allow the center to make sure that students have everything they need during their activities at the host companies and their daily lives during their staying in the foreign country.

Regarding accommodation during the mobility the School of Art of Oviedo doesn't look for or choose the accommodation. The coordinator facilitates websites and portals where students can look for what they want, and gives them advice. Accommodation has to be arranged and paid by the student, with the help of the granted Erasmus scholarship.

When it comes to feedback mechanisms during the stay in order to make adjustments and modifications within the development of the program, the School of Art of Oviedo doesn't make any adjustments in general during the mobility, as they use the final report to evaluate and consider any possible modification for the next mobility.

- AFTER MOBILITY-

The School of Art of Oviedo carries out an end-of-stay evaluation of the students that consists of two evaluations, one completed by the students and the other one by the tutor. Then, time is invested in the debriefing process of the evaluations, to make sure any changes or considerations needed will be implemented in the next mobility.

The centre also makes sure that students have enough time to reflect on their answers. The School of Art of Oviedo gives also some guidance to the students when it comes to write the evaluation, to answer any question that may arise. The coordinator also asks the participants in the mobility to write a self-reflective text complemented with a final interview that is a main step in the evaluation process.

### Organisation 3.

Tribeka Training Lab is a training agency that provides training and language courses, workshops, seminars, and work placements for students and adults participating in international mobility processes. They are located in Málaga, Spain. Their services include monitoring



activities using their ECVET certified procedure that will give clients a certificate, and will help them to build interim and final reports.

It has partnerships with schools all over Europe, and it has become the best and most successful Spanish work experience provider agency in the education sector. The main aim of Tribeka Training Lab is to help students and adults grow and learn in a fast-changing environment.

Date: 2nd March 2021

Interview with: Giulia Scavone - Training Manager & Agency Coordinator

#### ANALYSING THE MOBILITY PROCESS:

##### - BEFORE MOBILITY -

Tribeka Training Lab is not in charge of the selection of the students that are going to be participating in the mobility, as they are only their tutors once the process has already started. However, Tribeka Training Lab collects the needs of participants and makes sure that the resources are adequate to cater them and reach their objectives. This is possible thanks to a programme well prepared in advanced with all the actors involved (Tribeka Training Lab, the education centres of origin and the hosting companies). This way, any change needed will be done before the start of the mobility to make it fit to any need and all actors involved will have full information about the mobility process, the activities that will take place and everything else.

Regarding the preparation of participants before the departure, it is the school of origin who is in charge of choosing the students and ensure that they fit the programme. Also, commitment agreements are signed by all the parts involved. Tribeka Training Lab doesn't need any preparation for their team members (co-ordinators, trainers, facilitators) as they have enough experience to be familiar with the methods used.

The communications channels used by Tribeka Training Lab in connection with the activity are several. Weekly meetings are previously planned upon the arrival of the students but, for emergencies or unplanned contact, a telephone number and an e-mail address are available for students and tutors. Regarding data protection, Tribeka Training Lab presents some agreements to the participants once they arrive at their destination, in which they agree to follow the rules of the different areas of the programme, including a clause allowing Tribeka Training Lab to process the information for purely organisational purposes. These agreements also include the commitment of the participants to follow the rules within the programme (on behaviour, commitment to the tasks of the schools, etc.), and informing them about their rights and responsibilities. Similar agreements are sent to the workplaces. Unacceptable behaviours such as violent behaviour or bad attitude



overall, as well as not following the rules are forbidden and penalised by both the sending and hosting organisations.

When asked about the responsible people and the procedures when dealing with various types of conflicts and other problems, and about the existence of a crisis action plan, Tribeka Training Lab answered that their coordinators have previous knowledge and experience to deal with any situation that may occur, and that they have telephone numbers at their student's disposal, as well as the total availability of their coordinators. There is no Emergency Protocol per sé, but a series of rules as well as emergency contacts are set in case any issue may arise. Regarding other responsibilities, all minors participating in the project need to have a signed permission from their parents/guardians to participate in the activity. They are supervised during the whole activity, as there is a tutor at the host organisation that is expected to help students and guide them throughout their performance within the company and their overall experience in the country.

Tribeka Training Lab does not have a "risk assessment" checklist, and they are not in charge of the insurance of the participants since that is a previous process developed by the sending schools. Other similar costs, like obtaining visas if necessary, has to be covered by the schools too. All the financial details are explained in the agreements that are sent before the mobility.

When asked about the existence of adequate support in the hosting environment and the particular requirements of young people with special needs, Tribeka Training Lab states that all participants have an assigned tutor in the hosting company, and that they try to create an inclusive environment and take into consideration all kinds of needs.

Regarding one last aspect before the mobility, Tribeka Training Lab always organises a meeting in which they explain the program to all participants involved. Including what is expected of them and what they can expect from the experience.

#### - DURING MOBILITY -

During the mobility, Tribeka Training Lab's coordinators are in contact with students on a daily basis once their mobility has started, as are their tutors when they are abroad. Contact is always available through email and telephone in case of an emergency. For all other parties, availability is the same both through phone and email.

Regarding accommodation, schools first request Tribeka Training Lab the kind of accommodation they need or want (i.e., dorms, host families, flat...). Depending on what is requested, Tribeka Training Lab looks for the most suitable accommodation within the city's



offer. Due to mainly working in the small city of Málaga, easy commuting and great services in transport are not the priority when looking for accommodation. The assigned coordinator of the mobility is in charge of this matter.

The feedback of the mobility process comes mainly from the meetings held during the development of the mobility. If necessary, modifications will be made accordingly. For more drastic changes, Tribeka Training Lab takes into consideration mainly the feedback received after the mobility. When asked about who is in charge of helping to ease the student's transition and possible culture shock during their residence, Tribeka Training Lab explained that it is a job for the tutor and the coordinator of the mobility.

- AFTER MOBILITY -

When asked about who is going to carry out the end-of-stay evaluation of the participants' stay, Tribeka Training Lab answered that, at the end of the mobility, the students are brought together to complete a written questionnaire to evaluate their stay and other questions related to their experience. It is, therefore, the students who carry out the evaluation of the stay, but Tribeka Training Lab invests time in getting the experience reports right with as many details as possible, as part of a debriefing process.

Tribeka Training Lab provides enough space and support for structured reflection on the experience in order to develop critical thinking, as their students are given a questionnaire with structured questions, to help students reflect on and evaluate their experience. This questionnaire is made by Tribeka Training Lab for their own records. The hosting organisations may or may not provide students with their own questionnaires.

The questionnaire allows Tribeka Training Lab to recognise if there is a recurring topic in the participants' responses, or one of particular relevance that needs to be taken into consideration for future changes.

Regarding the question of whether the participants need help to reintegrate into their home community after staying abroad, the organisation answered that they usually don't need it.



## Best Practices in Hungary

Youth Bridges Budapest conducted interviews with representatives from three different organisations in Hungary working on the field of mobilities with underaged students and in the following section we describe their profiles and the results came up from this research.

### Organisation 1.

#### JUSTIFICATION

Youth Bridges Budapest, based in Hungary, is a youth foundation with the aim to support young people dealing with the challenges of the 21st century with special attention to social diversity and intercultural dialogue for peaceful societies; sustainable lifestyle and environmental awareness; and the future of (digital) learning and educational innovation. We aim to develop transformative competencies through supporting social entrepreneurship, international mobility and volunteerism, and organising non-formal education events.

Main target group of our activities:

Our organisation puts a great emphasis on the education of young people (18-31 y. o.) and youth workers' skills development. We have a wide reach of Hungarian youth and youngsters living in Hungary. Although our organisation is based in the capital, we cover the whole Hungary with our activities. Our target group consists of disadvantaged young people too, e.g. youth living in less developed rural regions, economic or geographical obstacles, Hungarian minority from neighbour countries, and youth with migrant backgrounds.

#### CONTEXT

In our interview we have focused on our activity in the field of Erasmus+ Youth KA1 Learning mobility. In the past few years, we were involved in several KA1 youth exchanges and training courses as sending partner and organized our own mobility projects as well.

Although target group can involve VET students, basically we do not work with youth under 18 y. o. thus our interview has a different focus: the quality in learning mobilities within Erasmus+ Youth KA1. Although international volunteerism and safeguarding quality in volunteer sending activity can be also a relevant topic for this research, this time we did not discuss that.

The main findings are listed in the Excel table matrix (Desk research template\_YBB). We applied the different roles according to the differences of the program. Furthermore, as stated, "We do not have any contact with families at all, as our participants are over 18. But if they requested any information or certificate, we would be open and glad to consult them at any point." - thus we did not discuss responsibilities of the participants' families. Although, we know that participants' environment and people around them always influence the process (before/after mobility).



## HIGHLIGHTS

“We have a well-built and clear selection process we always follow.”

“We always create our own infopack. I think most of the sending organizations use the infopack from the hosting organization. We always create our own with standardized content: project context, project information, participant profile, description and picture of the venue, health & safety tips (COVID-19 supplement), travel tips and budget, accommodation with pictures, tasks and responsibilities, application info. All of our infopacks are project-specific but has the same structure so youngsters do not have to search for an information too long time.”

"We always organize pre-departure meetings to prepare the participants. We discuss the topic in general (plus if there is a pre-assignment for the team to the project, we support the preparation), the venue and the country the mobility take place in, the expectations, the schedule of the activity, logistical arrangements and particular questions, how to represent our organization there, and required dissemination activities from our participants. Additionally, we make a Facebook group and/or Messenger chat for each project in advance to ensure the effective and easy communication for our participants and create a great and cooperative team for the project."

“We involve participants into dissemination activities. They are required to create reports with pictures of what we publish on our website and social media. This requirement is written in the infopack thus they already know how they should contribute later.”

“We organize an "after mobility meeting" and invite the group of participants to discuss the mobility, evaluate learning outcomes, get an overall feedback from the participants, and present other kinds of non formal learning opportunities and programs. This meeting has multiple purposes. We get feedback about the hosting organization, and participants can better understand their own learning process (...). Follow-up works quite well for us. Our participants often return to us and ask e.g. to be their sending organisation in European Solidarity Corps or support their own initiatives.”

## Organisation 2.

### JUSTIFICATION

"Martin János Secondary School and Vocational School of the Vocational Training Centre of Miskolc" was selected as one of the best practices from Hungary based on their successfully implemented projects in the previous years. The last project of the Institution was awarded as "Erasmus+ Award of Excellence 2020" by the Hungarian National Agency. Every year the best educational projects are honoured with this prize based on their outstanding project results and exemplary work.



The mission of the school includes building extensive international relations, seeking constant renewal and reducing drop-out rate. Besides methodological variety, in their work they lay the emphasis on inclusive, experiential teaching and training, as well as on supporting employment. Beyond academic knowledge, nowadays rapidly changing environment requires adequate technical knowledge too, so the school is committed to support the professional development of its teachers and students. The focus of a modern, innovative school is on the student, and the key to a good school is up-to-date and skilled teachers with European experience - and students alike. The mobility activities under the Erasmus+ programme, available for VET students and teachers, provide a great opportunity in this respect - they claim.

## CONTEXT

This best practice research is mostly based on the award-winning project implemented by the school and its Portuguese partner (Associação Intercultural Amigos da Mobilidade, Braga, Portugal) in 2017. The project, entitled 'Green Shades in Vocational Training and the Labour Market in the South' received the Erasmus+ Award of Excellence 2020.

40 students participated in the mobility activities, gaining more profound theoretical and practical knowledge in 7 vocation groups and 8 vocations. The result is particularly remarkable as Miskolc city area is one of the most disadvantaged regions in Hungary, furthermore the school has several students with special education needs. These disadvantaged students from vocations like women's tailor, park maintenance worker, upholsterer, joiner, baker, bicycle technician, potter, data entry specialist have gained work experience in the open labour market in an inclusive environment.

Website: <http://erasmus.martinjanos.hu/>

## HIGHLIGHTS

In our report we focus on the specific aspects of their work what makes them a best practice in safeguarding within VET mobilities. For the summary see the Desk research template Excel file attached to the report.

- BEFORE mobility -



## 1.1 Selection

- “We use a multi-phase selection process. All the requirements and the whole evaluation criteria is available in our Erasmus+ website. The students and their parents can have an overview of the whole procedure in advance. We have worked out a point system and a selection procedure. We even involve the student body (DÖK) in the evaluation to consider the student's community work within our school. They make their recommendations within 10 aspects, giving 1-1 points for each. Mainly they assess the student's soft skills, for instance skills for cooperation or ability to work in a team.”
- “Then we count on the homeroom teachers of each student who work closely with them, they can give a maximum of 5 points based on their overall attitude and diligence. The applicants take a language test assessed by the language teacher. Furthermore, a professional task and situational exercise is given by the specialised teacher. Results of the language tests and the professional tasks are used for evaluation purposes, too. We measure and compare the inputs before the mobility and output results after.”
- “The major part of the selection process is to assess the motivation of the applicant; 30 points can be given for the motivational letter and a short interview done by the project management team.”
- “We put great emphasis on the clear and transparent selection, and we found that the students are really motivated to go through the tasks.”

## 1.2 Preparation

- “Each element of the preparation is based on the pursuit of knowledge that could be applied in practical real-life situations, which took place in lessons, leisure programs, thematic days, preparatory sessions. We use personalized programme and a lot of individual mentoring; we provide organizer diaries and checklists to our students. Furthermore, we organize a two-day long Preparatory Camp with all participants and accompanying teachers for a successful team building. We actively involve the parents into the preparation process by organizing several parents’ meetings to share all important information with them, and we are always open to individual consultations. We also organize events when previous outgoing students and their parents can share their experiences about the mobility. It helps parents to get first-hand answers to possible questions.”
- “We put emphasis on preparation of the following topics:
  - (1) general preparation in term of intercultural preparation and support in self-development,
  - (2) linguistic preparation with OLS, courses in small groups and private support,
  - (3) professional preparation in each vocation group by developing individual work plans and evaluation sheets.”
- In professional preparation the mentors of hosting workplaces also take part. The development of the work program of the internships ensure the professionalism of the project,



as the host organizations consider the content of the curriculum and students' professional interests, so truly individualized work plans were created.

- DURING mobility -

## 2.1 Evaluation of students' performance

- It is assessed by three methods and performed by the workplace mentor.
  - Process validation: A process validation document is kept continuously during the internship. The evaluation sheet included the work activities to be performed in the given week. Areas of assessment: Technical Knowledge, Accuracy, Professional Knowledge, Attitude to Work, Reliability, Group Collaboration, Cooperation, and their Average. The assessment sheet also served as an attendance sheet, where any absence from the student had to be indicated. At the end of the week, the mentor confirms the authenticity of the completed evaluation form with his/her signature and stamp.
  - Assessment of learning outcomes: Completed on the last working day of the mobility. The assessment sheet contains the knowledge, skills, attitudes, areas of responsibility that it is desirable for the student to acquire during the internship. During the evaluation, the success of the acquisition can be measured on a six-point scale.
  - Evaluation of activity and quality level: Completed on the last working day of the mobility. On the assessment sheet, the tasks performed by the learner during the mobility were assessed based on activity levels (learner independence during work) and quality (performance) levels. The activity level is assessed on a five-point scale, while the quality level is assessed on a three-point scale.

- AFTER mobility -

- Evaluation in different levels with all stakeholders Assessment of learning outcomes, output measurements
- Create opportunities when students and accompanying teachers can share their experiences
- Dissemination
- Follow up and create new common projects with sending organization

### Organisation 3.

#### JUSTIFICATION

Based on Carl R. Rogers's thoughts, members of the Rogers Foundation believe that a person can understand and fulfil him or herself through live, personal experiences and in relationships of positive regard and real acceptance. Their mission is to make people conscious about the



importance of acceptance by experiencing it, and to provide places for real encounters, overcoming all obstacles. For this purpose, they organize and run educational, experiential activities, and research and development services.

As a permanent educational institution, Rogers Foundation maintains the successor of the Rogers Secondary School, the Rogers Academy where young people looking for an alternative for traditional education can find their place. As they experience people find us either for our value system, or for dealing with learning and behavioural problems. As a registered Talent Point, they also regularly organize talent development programs. Besides their permanent activities in the last ten years they have implemented more than 50 educational projects in different areas but with common approach: drama pedagogy, art therapy, free play, game-based learning, emotional intelligence, systems thinking, leisure time pedagogy, talent development, e-learning, sustainability education, human rights and equal opportunities, person-centred organizational development.

## CONTEXT

The Rogers Foundation has several kinds of educational projects, mostly targeting teachers but within this interview we focused on their volunteer hosting activity. They host volunteers from neighbour countries every year since 2017 (from 2020, volunteer hosting is suspended because of the COVID-19 pandemic). Most of their volunteers are Hungarian minorities living in Slovakia and in most of their time they work in the Rogers Academy, working with young people and their teachers, but sometimes they participate in the international education project activities too.

As the first two interviews focused mostly on sending activities, with this research we would like to highlight a best practice in receiving young people in Hungary, with a special regard to the monitoring in the mobility.

## HIGHLIGHTS

- “A reliable and professional partner (supporting organisation) is a key to success.”
- “A particular strength of our project, I think, is the monitoring process. Many actors are involved in it – not only the volunteer coordinator but also the financial manager of the foundation, leader and teachers of the Rogers Academy and the representative of the supporting organisation too. We also appoint a mentor for them who watch volunteers’ first steps from the beginning at the Rogers Academy. These help us to identify problematic



situations in time before they could become a great difficulty. In the centre of the project, just like learners in education according to the »Rogersian« approach, is the volunteer.”

- “Our practices of reflection of the person-centred attitude are built in our everyday life. To be able to live by Rogers’s values (trust, empathy, congruence, open communication, unconditional positive regard) we simply must care about our own routines. If we want students to develop in this environment, we had to create the same routines for ourselves. Thus, once a week we have a formal meeting in which the volunteer also participates. Here we weekly share our experiences, discuss difficult points or student behaviour, ask for help if we get stuck, etc. We reflect on our experiences of all type, let it be personal or organizational.”
- “Digital development of the students is incorporated in the everyday learning process. Much of our communication is organized through technical devices and programs. We use intensively the Office programs, the Drive, Dropbox, Notion, Slack etc., and our volunteers learn to use these for everyday (work-) communication.”
- “The success of the projects (looking at the nature of our objectives) depend on two main factors. On one hand Rogers Foundation need to handle the situation in a professional and careful manner (providing necessary support both relating to activities and being mindful and supportive of how the volunteer feels personally). While on the other hand, we are inherently building on the volunteer, to be open, proactive and willing to learn, given the environment we have created.”
- “Actually, we were searching for only the first volunteer. Those who came after him (or will come, as a project is suspended with a selected volunteer waiting), were friends, past classmates or colleagues of the previous one. All our past volunteers invited the next one! What could be a better follow-up?”



# Chapter 3. Best Practices from Non – Partner Countries

FORTES conducted interviews with organisations from Non-partner countries - Germany, Ireland, Malta, Poland and Portugal - and in the following section we describe their profiles, the results and best practices he organisations shared with us and came up from this research.

## Child protection system in Germany

Name of the organisation: Abroad Consulting GmbH & Co KG Brief description: Due to the collectively gained experience of the different partners that Abroad Consulting collaborates with, we can offer you a service that is in line with the European rules. Our agency is located in Berlin, but, as our claim says, we would like to be your landmark in all main European countries.

Name/role: Sabino Mesaroli

Website: [www.abroadconsulting.eu](http://www.abroadconsulting.eu)

Contacts: [sabino.mesaroli@abroadconsulting.eu](mailto:sabino.mesaroli@abroadconsulting.eu)

Are you a sending/receiving organisation? Both?

- National legislation on the topic: definition of minor Germany.

Children are persons below the age of 14 years. Adolescents are persons as of 14 but below the age of 18 years.

- Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?

Germany ratified the Convention on the Rights of the Child in February 1992, and it became effective for Germany on April 5, 1992. However, when Germany deposited the ratification documents, it made interpretative statements and reservations that show that Germany views the Convention as a welcome development in international law that hopefully will improve the situation of children worldwide, and that Germany will play its part, in keeping with article 3 paragraph 2 of the Convention, by drafting legislation to live up to the spirit of the Convention and to ensure the well-being of the child.

- Any other useful info on the topic?

Germany is a member of the Convention on the Protection of Minors and in the past this Convention has been of great importance in the German legal practice. However, the influence of this



Convention is waning. Within the European Union, it has been replaced by community legislation. In 1996, some thirty-five states signed a replacement for this Convention, hoping that it might apply also to countries beyond the European civil law sphere. This replacement Convention, the Hague Convention on Jurisdiction, Applicable Law, Recognition, Enforcement and Co-operation in Respect of Parental Responsibility and Measures for the Protection of Children has already been ratified by five East European member states of the European Union [EU]. The other EU member states had agreed to ratify it jointly, possibly in 1996 but this had not happened as yet.

- Any best practice in safeguarding within VET mobility in your country? (Just provide us with links).

[https://www.nabibb.de/fileadmin/user\\_upload/nabibb.de/Dokumente/06\\_Metanavigation/02\\_Service/Publikationen\\_Warenkorb/Studien\\_impuls/2018\\_06\\_28\\_ResearchStudy\\_EN.pdf](https://www.nabibb.de/fileadmin/user_upload/nabibb.de/Dokumente/06_Metanavigation/02_Service/Publikationen_Warenkorb/Studien_impuls/2018_06_28_ResearchStudy_EN.pdf)

#### Child protection system in Ireland

Name of the organisation: EazyCity Ltd Brief description: EazyCity is an agency operating in the study & work travel industry in Ireland, the UK, Spain and USA. We offer services related to a study/work/internship experience abroad (accommodation, language courses, translation services, CV Consultation, internship support)

Name/role: Costanza Lopez / Head of International Programmes

Website: [www.eazycity.com](http://www.eazycity.com)

Contacts: [costanza@eazycity.com](mailto:costanza@eazycity.com)

Are you a sending/receiving organisation? Both? We do both (inbound/outbound)

- National legislation on the topic: definition of minor

Child protection is often the term used to identify government policy and its services working to prevent children being neglected and abused and to intervene when they are. In Ireland under the Child Care Act 1991, the Children Act 2001 and the United Nations Convention on the Rights of the Child a child is defined as anyone under the age of 18. What a child is allowed to do is restricted by his/her age.

- Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?

Ireland ratified the International human rights norms, in particular the United Nations Convention on the Rights of the Child and The Hague Convention on Adoption, which provide a framework for domestic policy and practice relating to children's rights. This global context includes the protection



of children who enter Ireland from another country. The government is responsible for the development of a wide range of policy and service activity, both direct and indirect, for children and young people in Ireland, while the Child and Family Agency is responsible for family support, protection and welfare of children and 'children in care' under the Child Care Act, 1991 as amended.

· Any other useful info on the topic?

All organisations including government departments, schools, health services, religious bodies, public sector agencies, clubs and leisure sector, funded organisations, private and voluntary bodies that are in contact with or providing services to children have an overall corporate duty and responsibility to safeguard children by: -promoting the general welfare, health, development and safety of children adopting and consistently applying a safe and clearly defined method of recruiting and selecting staff and volunteers -developing tailored guidance and procedures, in accordance with Children First: National Guidance, for staff and volunteers who may have reasonable grounds for concern about the safety and welfare of children involved with the organisation -identifying a designated liaison person to act as a liaison with outside agencies and a resource person to any staff member or volunteer who has child protection and welfare concerns. The designated liaison person is responsible for reporting allegations or concerns of child abuse to the Child and Family Agency or to An Garda Síochána -ensuring that the organisation has clear written procedures on the action to be taken if allegations of abuse against employees/volunteers are made -raising awareness within the organisation about potential risks to children's safety and welfare developing effective procedures for responding to accidents and complaints -Organisations should contact the Child and Family Agency where they are concerned about a child's welfare and co-operate with the statutory bodies in the ongoing assessment and management of the case.

· Any best practice in safeguarding within VET mobility in your country? (Just provide us with links).

Not strictly related to VET mobility but it concerns the bigger issue of the safeguarding best practice applied to children:

[https://www.tusla.ie/uploads/content/Tusla\\_-\\_Child\\_Safeguarding\\_-\\_A\\_Guide\\_for\\_Policy,\\_Procedure\\_and\\_Practice.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Child_Safeguarding_-_A_Guide_for_Policy,_Procedure_and_Practice.pdf)

#### Child protection system in Malta

Name of the organisation: Lexema Learning Experience in Malta Brief description: Lexema is an organisation operating in the field of vocational training at an international level. Its main aim is to encourage and support mobility across EU nations as a tool of intercultural dialogue, promoting non-formal education activities, as well as language learning within the framework of the major European Programmes.

Name/role: Libero Dachille / Director



Website: [www.lexema.net](http://www.lexema.net)

<https://www.facebook.com/lexemamalta>

Contacts: info@lexema.net / +393407588516

Are you a sending/receiving organisation? Both? A receiving organisation.

- National legislation on the topic: definition of minor

Under Maltese law, any person under the age of 18 is considered to be a minor.

- Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?

In 1990, Malta ratified the United Nations Convention on the Rights of the Child (UNCRC), thereby binding itself to the principle that irrespective of its political and economic circumstances, the rights of children must be respected always.

- Any other useful info on the topic?

The Maltese law does not clearly distinguish between children and adolescents. It is mandatory for them to have a legal guardian in their custody during their mobility in order to ensure that minors are safe from danger.

- Any best practice in safeguarding within VET mobility in your country? (Just provide us with links).

[www.spread-project.eu/wp-content/uploads/guide/SPREAD-Guide-of-Good-Practice-EN.pdf](http://www.spread-project.eu/wp-content/uploads/guide/SPREAD-Guide-of-Good-Practice-EN.pdf)

#### Child protection system in Poland

Name of the organisation: Perfect Project Sp. z o.o. Brief description: Perfect Project LLC is a training and research institution specialized in the field of education and training projects, both at a national and international level which employees have more than 11 years of experience in the field of higher education, vocational trainings, formal and non-formal education. Perfect Project LLC was created to support education especially through individually tailored trainings.

Name/role: Project coordinator

Website: [www.perfect-project.eu](http://www.perfect-project.eu)

Contacts: [biuro@perfect-project.eu](mailto:biuro@perfect-project.eu)

Are you a sending/receiving organisation? Both? Both



- National legislation on the topic: definition of minor

Minor- in the meaning of civil law, a person who is under 18 years of age and has not entered into a marriage (as a result of one of them the age of majority is obtained).

- Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?

The Convention guarantees the rights of the child, independently in skin color, religion. It was adopted by the United Nations General Assembly in 1989, Poland is the initiator of its adoption. The convention entered into force in 1990. 195 states are parties to the convention (June 2015). Poland ratified the convention in 1991.

- Any other useful info on the topic?

A person under the age of 16 may be employed on a permanent basis, provided that they graduated from lower secondary school. A minor within the meaning of criminal law is a person who, at the time of committing the prohibited act, is under the age of 16.

- Any best practice in safeguarding within VET mobility in your country? (Just provide us with links).

I think a good source of knowledge in this topic is <https://erasmusplus.org.pl/zainspiruj-sie#> It is a platform with best practices in this area. It is a new website, so temporary English version is not available.

#### BEFORE mobility

1. Selection procedure: how do you select participants? are the criteria and procedures transparent?

Recruitment consists of two stages: formal and substantive. Participant of internships have to make a formal entry document: - with their own authority to be interested in the project, - be a student of the vocational school studying in the profession, which is covered by the project, - meeting on the date of project implementation within the period specified in the regulations of the required package of documents recruitment. The content-related stage is the second stage in the selection of candidates. When assessing the candidates of the Commission take into account the following criteria (for the last semester): - student's average grade in the vocational field than 3.00 - behavioral grade not worse than good, - English language grade higher than 4.00. The basis of the content of the score is as follows: - average mark from professional- (A) (calculated on the basis of arithmetic mark) x 2 points (max 24 points) - rating-rating (B) x 2 points (max. 24 points) - transvestite - grade (C) x 2 points (max 24 points) Score = A + B + C (total max 72 points) For candidates who would receive lots of points, the score will be conclusive there will be a test of professional competences.



2. How organisers collect the needs of participants to create an inclusive environment? Mainly through school information and during individual meetings with participants.
3. How the hosting organisation is going to receive full information about the exact scope and nature of the activity before consenting to host the participants? Through individual forms.
4. Before departure, in what way the organisations prepare participants appropriately? There is an overall preparation for mobility by language, psychological, cultural and organisation way. There is also individual meetings with school psychologist.
5. Data protection/ Information sharing/ Safeguarding online and social media. How do you manage? In every case we have formal permission of participants, and if she/he is minor, also there is a permission of parents.
6. Have you developed adequate procedures for dealing with various types of conflicts and other problems, including who to address? Do you have a Crisis action plan? Yes, in each mobility we have plan how to deal with potential risk. It is also part of Erasmus plan in each institution.
7. Definitions of unacceptable behaviour. Please indicate what is included in that category. Alcohol, drugs, not tolerance to other people.
8. Do you have clear, written agreements with all participants concerning rights and responsibilities, rules of conduct, etc.? Yes, in every mobility.
9. How do you provide adequate support (monitoring/mentoring) in the hosting environment? Tutor, group and individual meetings with participants, cooperation with their tutor.
10. Welcome package: do you usually use a welcome package for selected pupils in order to reassure them and raise positive expectations for the stay abroad? Yes, in every mobility.

#### DURING mobility

1. Do you build in structures where participants can express any concerns they may have, such as planned meetings, peer-to-peer supports, and family connections?

Yes, participant are familiarized with all procedures giving them support during mobilities.

2. How do you maintain ongoing communications with the relevant stakeholders to ensure that any further decisions are agreed?

All possible ways – telephone, email, online communication.

3. Are the accommodation and working venue appropriate and within a fair distance from each other?



Yes, in every mobility.

4. Are minors accompanied by an adult or under adult supervision during the activity? Could you describe selections and what you're looking for? What kind of supervision and support he/she will provide? Please clarify expected boundaries and code of conduct of the role.

Yes, minors are supervised by adults. They are monitoring internship programs in each company, ex-ante and ex-post verification of the needs and expectations of participants, student progress, the degree of achievement of goals, student feedback, reporting to the project team, collecting opinions on internships, ongoing psychological and emotional support of the student, supervision over the observation of the principles of rational nutrition.

5. Are there feedback mechanisms during the stay that enable team members and participants to adjust methods and aspects of these when needed? Yes, there is a procedure of cooperation with group tutors.

6. Who is in charge to help ease the pupil's transition and possible culture shock during his/her residence? Group tutors who are with students during mobility.

#### AFTER Mobility

1. Who is going to carry out the end-of-stay evaluation of the pupil's stay?

Project team: coordinator, group tutors, evaluator.

2. Do you usually invest time in a debriefing process?

Yes, it is a obligatory activity in every mobility. Usually it is proceeded without teachers and headmasters presence.

3. Do you provide support to the pupil to help reintegration into the home community after staying abroad?

Yes, there is a overall preparation for mobility by language, psychological, cultural and organisation way. There is also individual meetings with school psychologist.



## Child protection system in Portugal

Name of the organisation: Camera di Commercio Italiana per il Portogallo Brief

Name/role: Marcello Menichetti

Website: [www.ccitalia.pt](http://www.ccitalia.pt)

Contacts: marcello.menichetti@ccitalia.pt; +351 927981655

Are you a sending/receiving organisation? Both? We are both sending organisations (as consortium leader) and receiving organisation (for mobilities from Italy and Spain)

· National legislation on the topic: definition of minor

Person who has not yet reached the age that the law considers sufficient for that person to govern himself and manage his assets (18 years)

· Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?

In Portugal the signature of the Convention on the Rights of the Child dates from January 26, 1990, with the Decree of Ratification published on September 12 of the same year and the entry into force in the Portuguese legal order that occurred on October 21, 1990

· Any other useful info on the topic All useful information about the Convention is available here: <https://www.ministeriopublico.pt/instrumento/convencao-sobre-os-direitos-da-crianca-1>

· Any best practice in safeguarding within VET mobility in your country? (Just provide us with links).

Honestly, this is the first approach to the safeguard of VET mobilities we are aware of.



## Chapter 3.1: SWOT Analysis

# S

## STRENGTHS

- All organisations will already be implementing measures which can be adapted for, or which contribute to, child safeguarding;
- Pre-departure training for participants and accompanying or supporting adults is of critical importance;
- Supports need to be tailored to meet the requirements of the participants, the environment where the project takes place, and the nature of the project.
- Clear emergency plan, including: 24/7 contact details for host and home country; emergency procedures

# W

## WEAKNESSES

- Realising how much contact an organisation has with children, particularly when they are not its primary focus;
- Code of behaviour that all workers need to abide by when minors are involved;
- Procedures for staff members and establish clear reporting guidelines and mechanisms to ensure that prompt and adequate assistance is provided to a child in need of special care and protection and aspects of these when needed

# O

## OPPORTUNITIES

- Have a shared 'risk assessment' checklist for the project planning visit (including accommodation, activities, leaders, legal requirements etc).
- Set up "safeguarding protocols";
- "Anticipate an emergency" – this is one of the best ways to manage it. The planning phase provides a platform to ensure participants are safeguarded even during emergencies.
- Have a shared good data protection practices and agree how to manage the data with the partner organisations. This includes photos, video, registration details, social media posts

# T

## THREATS

- A robust Child Protection Policy and Safeguarding Statement must cater for the additional requirements of international projects;
- Crisis management / Crisis action plan
- To create a feedback mechanisms during / after mobility that enable team members and participants to adjust methods



# Chapter 4: Policy Conclusions from Partner countries

Desk research and field interviews conducted in partner countries have been leading to the development of Policy Conclusions on the Safeguarding of minors within the context of Erasmus+ VET mobility.

Steps leading to Policy conclusions:

- 1- Desk research and field interviews (see chapter 1)
- 2- Needs assessment of local implications

In order to clearly identify what are the national implications of VET mobility Safeguarding policies and/or minimum requirements across Europe, partners of the project felt the need of conducting a need assessment study, in order to be all in the same page before proceeding with the national researches.

The guiding principle has been the analysis of the *status quo* and the assessment of the needs, popping up from the local implications of VET mobility safeguarding principles from local stakeholders, may there be institutions, providers, intermediary entities.

It has been hard to pinpoint exactly what was the status quo, as there's no common framework of reference yet, but it has been important to identify key, before starting any talks with the policy makers.

- 3- Research on National regulations and implications at local level

Different countries have their own set of on Safeguarding in VET mobility, specially when referred to minors. The first research has been conducted on figuring out if regulations come from laws or if it's a use. Moreover, countries have different approaches towards their synergy between local/national/European law. What works for one country and region, might not be applicable to others, therefore we have considered the legal background within your own region/country before starting any activities.

- 4- Policy assessment, including policy makers and advocacy groups interviews

Policy assessment seeks to inform decision-makers by predicting and evaluating the potential impacts of policy options. Policy assessment is most commonly practiced as one of several types of 'impact assessment' that have emerged in the last two decades, sustainability impact assessment and simply impact assessment.



Policy assessment essentially uses the same standard steps such as identifying the problem, defining objectives, identifying policy options, analysing impacts etc. which are often applied within central government departments or ministries to national level policies. The scope of policy assessment is usually confined to 'ex ante' assessment, which informs decision making before policies are agreed and implemented and therefore excludes 'ex post' evaluation of policies. The concept of policy assessment based on the belief that more 'rational' policy making can be achieved by applying analytical tools. Therefore assessment exists to bring scientific evidence to the attention of decision-makers and counter interest-based policy making, to integrate cross-cutting issues, and to increase cooperation between different departments which are involved in the assessment of a policy. This conception of policy assessment is widespread and particularly evident in the guidance documents prepared for government officials who carry out policy assessment.

## Policy assessment in partner countries

### UK

Safeguarding children duties apply to any charity working with, or coming into contact with, anyone under the age of 18.

The child protection systems and laws protecting children from abuse, neglect and exploitation of the four nations of the United Kingdom's have their own legislative framework and so guidance and practice identifying those children at risk of harm differ slightly also from country to country.

UK uses resources and follow standards from the NSPCC for safeguarding children. Safeguarding children means to:

- protect children from abuse and maltreatment
- prevent harm to children's health or development
- ensure children grow up with the provision of safe and effective care
- take action to enable all children and young people to have the best outcomes

The Department for Education (DfE) is responsible for child protection in England. It sets out policy, legislation and statutory guidance on how the child protection system should work.

Local safeguarding partners are responsible for child protection policy, procedure and guidance at a local level.

The local safeguarding arrangements are led by three statutory safeguarding partners:

- the local authority
- the clinical commissioning groups
- the police.



Working together with other relevant agencies, they must co-ordinate and ensure the effectiveness of work to protect and promote the welfare of children, including making arrangements to identify and support children at risk of harm.

England, Northern Ireland, Scotland and Wales are responsible for their own safeguarding laws, policies and protocols regarding children's education, health and social welfare. However, the underlying principles are the same in terms of application and aim. In 2015, the European Commission debated reinforcing child protection and ten principles for an integrated child protection system were considered. These principles called for an integrated child protection system. (European Commission, 2019)

Charities such as Keeping Children Safe have four globally recognised child safeguarding standards that support their general principles. These standards are used, the state, in all sectors ensuring best practice in safeguarding for children. This also allows for increased accountability for stakeholders.

1. a policy that describes how an organisation supports the prevention of harm to children. It also outlines a road map of the steps to be taken if an incident occurs.
2. a statement of responsibilities and expectations staff and associates.
3. Procedures for the creation of environments safe for children by with high quality safeguarding protocols.
4. Accountability through the regular monitoring and review of the safeguarding measures of an organisation's safeguarding.

These standards are underpinned by the following principles: an agreed upon understanding that children have the right to be protected from harm; that everyone is responsible for the protection of children; organisations working with children have a duty of care as do the partners they work with and safeguarding is in the interests of the child. (Keeping Children Safe, 2021) .

Child protection system in the UK In England, as in the rest of the United Kingdom everyone working with minors is expected to report their concerns should they have them to the relevant authorities if they are worried about a child's welfare; it is a mandatory duty, for example, to report cases of female genital mutilation (FGM) in minors to the police. If a concern comes to the attention of a teacher, for instance, the organisations safeguarding policy will be activated and followed. This will include the Designated Safeguarding Lead (DSL) who is a staff member trained to Specialist Safeguarding for the DSL.



The DSL has the overall responsibility for ensuring a school meets the aims of their safeguarding policies, local authority reporting procedures and statutory requirements. The identity of the DSL is always advertised around the school in posters according to British Council inspection requirements. Designated Safeguarding Person (DSP) who is a member of staff trained to Specialist Safeguarding for the DSL, who is able to support the DSL and cover in absences. These could be practicing teacher. Well-respected established organizations such as the NSPCC are referred schools Our trained professionals will talk through your concerns with you and give you expert advice. The school then works with the Local Safeguarding Children's Partnership (LSCP), a city or county level department, that works towards bringing relevant agencies in each local area together and it will co-operate to safeguard and promote the welfare of children in the local area.

The Local Authority Designated Officer (LADO) is involved in the management and oversight of allegations against people that work with children. In England, all levels of governance from transnational UN conventions and until recently EU policy, national, regional, local and organisational refer to the H M Government statutory guidance on safeguarding at national level in England. The further one moves from national level the more nuanced the information becomes in relation to child safeguarding. How safeguarding policies are applied differs considerably.

### **E+ Mobility and policy conclusions - EU policy, national, regional, local and organisational refer to the HM Government statutory**

#### **National**

At the national level stakeholders look towards national statutory guidelines for Safeguarding in the H M Government's documents Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children July 2018 and Working Together to Safeguard Children Statutory framework: legislation relevant to safeguarding and promoting the welfare of children July 2018. In addition, there are national organisations such as the National Society for the Prevention of Cruelty to Children (NSPCC) the United Kingdom's foremost charity campaigning and working in child protection and is a go-to organisation at local and city level for practitioners in the field of child safeguarding.

#### **Regional**

At regional level, organisations look towards their county councils; Eurospeak for example adheres to the Hampshire Country Council (2021) and Reading Borough Council (2021) guidelines for child safeguarding. Local authorities in the UK have a legal obligation to protect children; the two counties in which the schools are located. Both councils have Safeguarding policies; however, they differ in the quality and depth of information provided, in addition, to ease of access. Regional level differs from national level in that it provides points of contact for professionals working with children and reporting procedures. It also provided more information into such dangers as breast ironing, FGM,



cyberbullying.

### Local and city

Below county level there are city council service. For example, Southampton Children's Services has a Multi-Agency Safeguarding Hub or MASH. A MASH is designed to bring key professionals together in order to facilitate early, better quality information and intelligence sharing, analysis and decision-making. This with the sole aim of effective safeguarding vulnerable children and young people. A MASH hub will usually include staff from across the National Health Service, social services, the police, education. The MASH provides speedy access to a range of cross partner information enables a MASH to access the level of risk quickly.

### Organisational.

All organisations that work with or come into contact with children should have safeguarding policies and procedures to ensure that every child, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, has a right to equal protection from harm.

Each participating organisation developed a policy that describes how it is committed to preventing and responding appropriately to harm to children. All organisations developed a clear child safeguarding policy that prevents harm to children and outlines what measures are in place to respond when safeguarding concerns arise.

Developing a child safeguarding policy makes it clear to everyone that children must be safeguarded and not put at risk of harm because of the organisation's contact with, or impact on, children.

- The policy reflects the rights of children to protection from abuse and exploitation as outlined in the United Nations Convention of the Rights of the Child (UNCRC).
- The policy is approved by the organisation's management body and applies to all the organisation's staff and associates.
- The policy is publicised in an appropriate manner, promoted and distributed widely.
- Managers have specific responsibility for overseeing the implementation of the policy

Eurospeak like other British Council accredited organisations must adhere to regular organised and on-the-spot inspections. British Council pre-inspection documentation is thorough and strict on the requirements for demonstrating adherence to statutory safeguarding requirements. The British Council safeguarding page refers the reader to the NSPCC's webpage (2021) on child safeguarding which is the go-to site for all matters regarding child safety; the site also directs the reader to the GOV.UK's vulnerable adults policy paper; the Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) 1989; the Care Act 2014 and the British Council Safeguarding Team JUNE 2020 Global Safeguarding Strategy document. Eurospeak as a school has its own abridge policy documents available in the student booklet, on the school's website and longer more comprehensive ones available in the school. The documents set out who is responsible for safeguarding issues at the school, reporting procedures and relevant stakeholders.



In the same time, organisation 1 – 2 & 3 participating on Eurospeak’s research through interviews (see above on the Chapter 2 above) stated that in all projects and programmes must be designed to minimise the risk of harm to the children/minors with who they come into contact with or impact upon directly or indirectly by taking sufficient account of child safety, whatever the focus of the work.

The project Eurospeak participates always ensure that it takes account of the environment, context and impact (intended or unintended) on the children/minors and communities it is engaged with. All organisations must therefore determine the context in which they are working and adopt an approach that includes risk assessing all proposed programmes, adapting programmes so they become safer for children/minors and including additional safety strategies during the implementation phase.

Regarding the legal procedures for traveling, UK mobility organisations participated in the research, always informed sending entities about the documents and requirements for travel, as well as travel insurances. Nevertheless, they are not responsible for taking out any kind of insurance themselves, nor for carrying out any formalities, with the exception of signing a document on data protection/information sharing/safeguarding online and in social media, where all organisations are obliged to offer participants to sign a consent form authorising them to use their image in social media, as well as permission to process their information for organisational purposes.

The aim of the participating organisations and Eurospeak is to follow the procedures set out by UK Safeguarding Children’s Board and E+ mobility charter, thus the follow as described below, by:

- Knowing the safeguarding procedures and promoting the welfare of children/minors in mobilities is everyone’s responsibility, and the voice of the child is evident;
- Protecting children and young people at their organisations from maltreatment either during mobility or after and as sending organisations and as receiving;
- Establishing a safe environment in which children can learn and develop within an ethos of openness;
- Preventing impairment of our children and young people’s health or development;
- Offering children/minors balanced curriculum, healthy relationship education along with online safety;
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks;
- Understanding that no single professional can have the full picture of a child’s needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action;



- Undertaking the role so as to enable children and young people at the organisations mentioned above to have best outcomes;
- Ensuring in each organisation that they have a clear understanding of staff’s knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of their organisations.

Moreover, they are reducing the risk of harm by staff, volunteers and associates. Whilst it is difficult to contemplate, there are staff, volunteers and associates who do harm children, whether deliberately or through a lack of understanding of what constitutes abusive behaviour. To reduce this risk, these organisations made it clear through the organisation’s codes of conduct, recruitment procedures, training and internal communications that child abuse by staff, volunteers and associates will not be tolerated. It was also made clear that this obligation on staff, volunteers and associates to keep children safe extends to their conduct towards children with whom they have contact, outside the work environment as well as inside.

### Personal

At a personal level, all who work with children must provide an enhanced DBS (Disclosure and Barring Service) certificate and undergo online Child safeguarding training on the NSPCC website for example Safeguarding for School.

## ITALY

Child protection in Italy is mainly ruled under the Civil Code in the articles dealing with the duties and the responsibilities of the parents. Following the article 147 the parents “have the right and the duty to support, train and educate their children, taking into account their capabilities, natural inclinations and aspirations”. This article is read to husband and wife during the marriage ceremony. Powers of parents are limited where they behave in a way which produces “serious injuries” or which is “detrimental” to the child” (art. 330).

In those cases the Juvenile Court is entitled to intervene with several protective measures: it can establish special obligations for the parents, such as treatments for them or the child or other kind of collaboration with social services; it can ask for a care order assigned to the local authority, and decide for the child's removal from the family; in the most severe cases it can remove the parents from their ‘powers’. The Civil Code provides also that in case of emergency, when children are found to be reared in 'unhealthy or dangerous places', the public authority (which is normally the Mayor of the town) has the responsibility to protect the child with an emergency order, that must be subsequently confirmed by the Court (art. 403).

The Juvenile Court is a specialized court and it makes its decisions in collegial form, with a 'council chamber' composed of four judges, two magistrates and two 'lay judges', expert in matters related to family and children. The court orders are compulsory: failure to comply, and the absence of improvements in the situation of the child can lead to the child’s removal from parental authority



and subsequent adoption. The Juvenile Court is divided into three different sections: the civil section which intervenes in the relations between parents and children, the penal section for minors who commit crimes, and the administrative section.

The infrastructure of child protection in Italy is based on two different contexts of action: the first one that involves only the local health and social services system; the second one also implies judicial intervention. The administrative protection is based either on the unsolicited request of help by the family, or on the referrals of schools and other local agencies, backed up by parents' acceptance of support.

## E+ Mobility and policy conclusions

### **Fortes, ScambiEuropei, ENAC and Scuola Centrale di Formazione contribution**

**The discussion made clear that there's a strong NEED for a policy action**, as the context doesn't have a clear framework under Italian law, especially regarding the definition on minors and the frames around mobility/minors. Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organization has about children's safety within the communities in which they work, are reported to the appropriate authorities. "Do no harm" is a principle that has been used in the humanitarian sector but can equally be applied to the development field. It refers to organisations' responsibility to minimize the harm they may be doing inadvertently as a result of their organisational activities. The legal framework under which all organizations operates in Italy is very sensitive and a clear set of definitions is needed.

Acknowledging risks and implementing measures to address them is fundamental to organisations' strategies and governance. The more this is recognised, the more risks can be prevented.

To achieve this your organisation needs to consider:

- where, when and how your organisation affects children and what risks this presents;
- what policies and procedures are needed to prevent harm and how to respond to concerns appropriately;



- who is the appropriate designated person/s to act as the focal point in an organization to receive and manage any safeguarding concerns and subsequent inquiry/investigation;
- what safeguarding induction and training is needed to ensure staff know what the organisation expects of them and what to do if they have a concern;
- a clear code of conduct so that all staff understand their professional boundaries when working with children and what is and is not acceptable behaviour;
- how to recruit safely. All interviewee puts a great emphasis on the selection process. Depending on the target group of the mobility, organisations use well-developed methods and systems to collect, analyse and decide about applications. For instance, the interviewed school uses in-depth scoring system to evaluate the applications. During the mobility, continuous availability is key. Mobility professionals (accompanying teachers, group leaders, project managers) are available at any time in case of any problem, concern or crisis. In volunteer hosting, not only the physical safety is important but also the mental wellbeing of the young people. In the follow-up phase, participants' involvement is the most important. There are several opportunities for this, like after mobility meeting, face-to-face events and online dissemination activities, opportunities to continue the learning process. It is important to get multi-directional assessment about the mobility.

**Understanding the expectation and background of the participants** is essential to have a safe mobility experience, as well as **training** them before departure, with non-formal and informal ways: in most cases, being very young, it is the first time they leave the family, so they need support because they do not know what to expect;

**Continuous evaluation procedures:** Organizations should consider incorporating more evaluation processes at each stage of mobility so that they can later improve the mobility experience

**Handbook-Manual development** where all the responsibilities, behavior and rights of the participants will be explicitly mentioned and signed by the interested parties.

**Risk prevention:** there are many ways a child safeguarding concern can arise; sometimes it is difficult to know when you need to ask for advice and take some action. A concern may arise because of poor organisational practice or because someone is putting a child at risk.

Regarding the **protection of personal data**, organizations must always be prepared and informed of anything new that arises.

All projects and programmes must be designed to minimise the risk of harm to the children they come into contact with or impact upon directly or indirectly by taking sufficient account of child safety, whatever the focus of the work.



A child safe project must ensure that it takes account of the environment, context and impact (intended or unintended) on the children and communities it is engaged with. Organisations such as Fortes, ENAC, ScambiEuropei and SCF are designed to improve overall economic, legal or governance of the situation of a community or country can also have potentially damaging effects on children if they have not carried out a rigorous social and environmental impact assessment that includes assessing the impact on the safety of children.

All organisations must therefore determine the context in which they are working and adopt an approach that includes risk assessing all proposed programmes, adapting programmes so they become safer for children and including additional safety strategies during the implementation phase.

It is highly encouraged the presence of a tutor when minors, internally selected from VTCs, alternating among teachers. This is a great asset and it has a great impact on the quality of the VTCs because when the staff believes in the project, when the teachers believe in it, when the management believes in it, it is clear that it will be passed on to the students and their families.

## **GREECE**

In terms of child safety, the following legal guidelines should be noted: To begin with, the Greek Constitution specifically acknowledges childhood and youth as distinct legal rights that must be protected by the state (Greek Constitution, Article 21, paras 1 & 3). Furthermore, by enacting law 2101/1992, Greece ratified the United Nations Convention on the Rights of the Child, and all of the included provisions, rights, responsibilities, and guiding principles have been regarded as national rules with primacy effect ever since.

In Greece, the child protection system is activated in the following situations: children who have lost both parents; children who have been abandoned by their caregivers (including infants); incapacity of parents to care for their children; unsuitability of parents for raising a child; child abuse and/or neglect; children with disabilities; street children; children who participate in antisocial or criminal activity.

In Greece, everyone working with minors is expected to report concerns to the police. There is a dedicated subdivision for the Protection of Minors in Athens and Thessaloniki, and it is encouraged to report incidents that involve minors to the local police department as well. When a report is made to local social services, the District Attorney's Office, the police, the school, or a children's hospital, steps are often taken. The Civil Code, Penal Code, Penal Procedure Code, Civil Procedure Code, and Law 3500/2006 on preventing domestic abuse, as well as laws or presidential decrees outlining the position of the social worker, counsellor, or doctor, comprise the legal structure at this stage.



It is worth noting that Greece has ratified and thus adopted into national law all major international and European treaties concerning the protection of children (e.g., Optional Protocol to the Convention on the Rights of the Child on the selling of children, child prostitution, and child pornography (Law 3625/2007); EU Directive 2011/92/EU on the prevention of child sexual abuse, exploitation, and pornography (Law 4267/2014). This has resulted in changes to the current national framework. In compliance with EU law, Greece enacted Law 4251/2014, the Migration and Social Integration Code (as amended by Law 4332/2015), which, along with Law 3064/2002 and Presidential Decree 233/2003, form the Migration and Social Integration Code.

Confidentiality laws also apply to professionals who work with children. Doctors, psychologists, social workers, psychiatrists, and other health-care professionals are common examples. Any professional bound by confidentiality rules who has fair grounds to suspect that a child is a victim of sexual abuse or exploitation may report it and waive confidentiality under Law 3727/2008. According to the Code of Criminal Procedure, anybody who learns that a crime has been committed must report it to the District Attorney or the Police (art. 40). The crime must fall into the category of crimes that are documented by all, not just the victim. This category covers all crimes involving any form of child violence. General notification requirements, in the sense that they extend to all serious punishable offences, not just child abuse, apply to public servants who are told of a crime while on duty (art. 272 Code of Criminal Procedure), as well as physicians (Law 3418/2005), social workers (P.D. 23/1992), and psychologists (Law 991/1979), who must waive confidentiality in order to report a crime. Furthermore, if there is credible evidence that a felony is expected to occur or has already occurred, it is a crime in and of itself (Penal Code, art. 232 1).

The following institutions are responsible for children related issues in Greece:

- The National Observatory on Children's Rights, which ensures the successful enforcement of the Convention on the Rights of the Child (despite being inactive for the majority of its existence and currently).
- In 2003, the Department of Children's Rights was created within the Greek Ombudsman's office. Its mission is to investigate any acts, omissions, or allegations involving persons or legal entities that violate children's rights or threaten their health.
- The Institute of Child Health, in the field of child abuse and neglect; The National Human Rights Committee. Its jurisdiction includes anyone whose human rights are offended.

## SPAIN

In Spain, as in Europe, mobility organisations in the receiving countries are usually only responsible for the students during their stay. This means that they have to arrange accommodation and activities or spaces that students need during said stay, and are responsible for their safety and well-being until the end of it. In fact, they act as the students' guardians, since in case of any issue, problem or emergency that may arise the students should contact the assigned person from the organisation, who will have to manage the situation and/or solve it. These organizations are the ones in charge of monitoring the student's stay, as their centres of origin are in another country.



The persons responsible of the mobility organisations maintain contact with the sending institutions through different methods, in order to be aware of the participants' needs and to ensure that they are prepared before arriving in the destination countries. However, this preparation is usually covered too by the centres of origin.

As far as bureaucracy and legal formalities for traveling, Spanish mobility organisations usually inform sending entities about the documents and requirements for travel, as well as travel insurances. Nevertheless, they are not responsible for taking out any kind of insurance themselves, nor for carrying out any formalities, with the exception of signing a document on data protection/information sharing/safeguarding online and in social media, where all organisations are obliged to offer participants to sign a consent form authorising them to use their image in social media, as well as permission to process their information for organisational purposes.

Students must also sign a good behaviour commitment, this document can have many names, but it serves, in all cases, as a document of commitment to follow and participate in the programmed activities, and not to disrupt their correct development, as well as not to allow violent and disrespectful attitudes towards people or things. Although it may be common sense, having a written agreement that commits participants to behave correctly also serves to reduce these behaviours and thus protect the participants themselves and third parties.

Communication between the mobility organisation and the participants is constant during their stay in the host country. These contact is established through different methods, such as instant messaging, emails, calls or regular meetings, among others. This serves not only to ensure that the stay runs smoothly, but also to take into account possible future modifications. There is also a final evaluation of the stay at the end of the experience. This evaluation can be guided (with questions) or free-response (personal reflection).

Therefore, we can see from the different interviews we have carried out that the methodology followed by mobility organisations in Spain is conscientious and aims to ensure a satisfactory and safe experience for mobility participants. Communication between all parties is key, as it helps in the early preparation of the mobility, i.e., before the students travel to the destination countries. By exchanging information and agreements, stakeholders are aware of all the information needed to plan mobilities, ensuring a proper preparation and that everyone is aware of their rights and duties, as well as of all the organization documents necessary so that everything agreed upon is reflected in writing. All insurances, when necessary, are taken out prior to the mobility, which is key to its efficiency.



From our organization, and taking into consideration the many years of experience we have developing mobilities, we emphasise the importance of having a 24-hour contact person, as well as having a local person who knows how to deal with any problems or situations that may arise. The involvement of these two professional figures is possibly the most efficient way to guarantee the wellbeing of the participants, whether they are minors or not. These two professionals can not only help the participants, but the organisations where they come from and the host entities too. The responsible person will monitor all aspects of the stay, ensuring its success and safety.

As we believe there is always room for improvement, we value positively all sources of feedback available to organisations. Not only through the above-mentioned constant monitoring by the responsible person in the host country, but also through the different questionnaires and evaluations made available to the learners during and after the mobility. This method is a way to ensure constant improvement through our adaptation to the different needs and demands of the participants. It is also interesting that in some organisations the mobility evaluations are not carried out by the students, but by the receiving partners or by the mobility organisation itself. The students' experience is captured through other means, such as regular planned meetings. This shows the relevance of considering different opinions, and when dealing with young students –in some cases even minors– we might find that they may overlook important details due to lack of knowledge, inexperience and/or immaturity, or even because they do not consider it relevant to discuss with the responsible persons. Therefore, getting to know the views of the host companies and the mobility organisation can reveal different strengths and weaknesses.

We also positively assessed the fact that, among other methods followed by the interviewed organisations, many of them send out agreements with all the mobility information already closed, so that sending centres only need to check that everything fits their needs. Planning in advance of mobility reduces risks and prevents problems, allowing the planning of containment plans. Other organisational methods, such as previously discussing every detail between the different parties involved through communication, are just as effective. However, there is a risk that one of the parties –usually the least experienced, which are usually the sending organisations–demands things that may not be the most efficient or safest options, making it difficult to anticipate problems, as well as making it easier for them to occur.

In conclusion, and taking into consideration the experience and expertise of different organisations as well as our own, we can say that the safeguarding techniques applied to mobility processes can be approached from different points of view. The presence of professional figures that are in contact with students as well as the sending and host organisations are key in order to achieve the objectives of the mobility process and provide an unforgettable experience.



## HUNGARY

The general rules and system of child protection are described in Act XXXI of 1997 on the Protection of Children and the Social Services – commonly known as the Child Protection Act. In accordance with the UN Convention on the Rights of the Child, the Child Protection Act puts the rights of the child first, giving priority to upbringing in the family. To this end, it provides a wide range of different benefits for the family and the child and only allows taking out the child from the family as a last resort, but also identifies family care as a priority.

The Child Protection Act makes a clear distinction between activities of the authorities and social services. While authorities are responsible for the official decisions concerning the future of the child and the family - e.g. taking out the child from the family or reinstating; appointment of a guardian; decision on adoption; the latter is the different types of services that families and children in need can use. The Child Protection Act also separates the two types of services: basic child welfare services are available to all families, and special child protection services providing care for children outside of the family. The operation of the child protection system is a state and local government task, in which non-governmental organizations, religious organizations and individual entrepreneurs also participate. In addition to the above-mentioned organizations, several other organizations are responsible for the protection of children too, who are obliged to report any violations to the local child welfare authority. These bodies include, but are not limited to, the Child Health Service; various public educational institutions; family support services; the police; the prosecution; the victim support service; non-governmental organizations in contact with children; but any citizen can and even is required to report if he or she detects child abuse or other threats. Child protection overlaps with youth policy in several respects.

In 2021, the Hungarian Parliament accepted a new legislation to ensure child protection from paedophilia and ensure the parents' rights in sexual education. However, this act created huge debates in Hungary and Europe, as it confuses paedophilia with homosexuality.

### Learning mobility

The Hungarian national agency, the Tempus Public Foundation is responsible for Erasmus+ in the field of vocational education and training and in the field of youth. It coordinates grant proposals, supports partner searching, preparation for the application and implementation in case of approved project, contributes to dissemination and rewards the most successful projects. It also collects and disseminates good practices, statistics and ECVET (European Credit system for Vocational Education and Training) tools, case studies and documents.

## Interviews to policy makers and support group

In order to identify an Eu approach to safeguarding in Vet Mobility, the initiative has developed a questionnaire that all partners have shared within at least policy makers, advocacy groups and mobility leaders to finalize the national report, with the research combining a mix of field and desk research. The final goal has been the development of a VET Mobility Safeguarding Quality Charter



setting out the minimum requirements that VET institutions need to meet in order to consider themselves safeguarding focused. This will include provisions in HR policy and staff training, course design, facilities offered, and student support services.

Interviews have been conducted in the project countries.

Interview questions:

Child protection system in your country

1. National legislation on the topic: definition of minor (please give us a brief definition)
2. Did your country ratify any International Convention (e.g. United Nations Convention on the Rights of the Child of 1989)?
3. Could you please refer to any best practice in safeguarding within VET mobility in your country?
4. Does your organization know the Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (Official Journal L 394 of 30.12.2006)

Yes - No - I really don't know this document

If Yes, do you implement this Recommendation (with regards to general preparation, logistical support and mentoring)?

5. Does your organization know the 22 principles contained in the handbook on quality in learning mobility implemented by European Platform for Learning Mobility © Council of Europe and European Commission, April 2019

Yes - No - I really don't know this document

If Yes, do you implement these principles (with regards to general preparation, logistical support and mentoring)?

6. Are you aware of emerging trends within education provision (with a focus on VET)? \*

7. COVID19: Does your organization believe that the pandemic situation has affected somehow the respect of safeguarding principles within vet mobility? \*

8. Do you want to add any additional info or relevant documents on the topic?

The questionnaire has been submitted to 61 relevant stakeholders

UK – 11 submitted – 3 answers



ITALY – 10 submitted – 3 answers

GREECE – 10 – 0 answers

SPAIN – 18 submitted – 2 answers

HUNGARY – 12 submitted – 1 answer

Summarizing the most relevant answers, it emerged that all respondents were familiar with the European Quality Charter for Mobility (Official Journal L 394 of 30.12.2006).

One of the main outcomes is mainly connected to the request to ensure that educators, staff and host families follow a safer recruitment policy that embeds safeguarding into all areas of the recruitment process; ensure the fulfilment of legal requirements when employing people to work with under-18s, including obtaining disclosure and barring checks; acceptable use policy in relation to technology, including the use of mobile phones and cameras; equality and diversity policy which prohibits discrimination, harassment and bullying.

The analysis of the replies shows that there is a strong demand for revision and harmonization at European level of minimum requirements needed to produce a truly all-encompassing safeguarding – focused charter that Vet Institutions need to meet in order to consider themselves safeguarding focused. Covid-19 makes travelling abroad difficult and insecure, but encourages the use of ICT tools.

Non-response is a big topic in survey design and management, and also quite a convoluted and complex one. Non-response does not always have a negative effect on survey result (there is a large body of research in this area: Curtin, Presser, and Singer 2000; Keeter et al. 2000). Anything over 50% is usually sufficient, and over 70% is viewed as a very good response rate.

In our case that our questionnaire mainly targeted the advocacy and policy makers – in other words public institutions, most respondents were unwilling to devote a lot of effort to provide information. We felt that there was an unwillingness for respondents to disclose sensitive information on whether their organisations hold knowledge on the field.



# Development of a Safeguarding Charter

## CONTEXT

Focusing on the quality aspects of mobility to maintain safe and secure mobility programmes for minors travelling abroad to undertake a period of study or vocational work placement, the Safeguarding Charter constitutes an inspiring set of minimum requirements that Vet Institutions need to meet in order to consider themselves safeguarding focused.

Ensuring a safe preparation, implementation and follow-up of mobility activities is essential for a successful project. This Charter is designed to support all actors involved to ensure a successful experience and the minors' well-being during their stay abroad: Vet providers, sending organization, children, parents, hosting partners/companies, accompanying person.

### *Definition*

**Safeguarding:** For the purposes of this document, we are using the terms 'safeguarding' and 'to safeguard' to describe the preventive and precautionary approach to planning and procedures needed to protect children and young people from any potential harm. Child protection is one important aspect of safeguarding;

**Children:** young human being below the legal age of majority.



## INSPIRING MINIMUM REQUIREMENTS

### BEFORE DEPARTURE

- A. Roles and responsibilities: Safeguarding is everyone's responsibility: for services to be effective each actor should play their full part by providing access to clear and reliable sources of information and guidance, specifying roles and responsibilities. Commitments: sign a quality commitment document to confirm the responsibilities of each party and ensure the best quality standards;
- B. Put in place clear communication procedures, that ensure accountability and transparency at all stages of the project;
- C. Recruitment phase: the selection should be based on a global judgment on General criteria relate to the following factors (motivation, parental support, open-minded personality, self-reliance, academic ability); take into account the needs of the disabled or those with different needs, disability or vulnerability; Identifies and selects host families, including visits to the potential families/companies. It is recommended to carry out a criminal records check of all adult members of selected host families;
- D. General preparation: A children-centred approach will ensure that your organisation and those you work with create a culture of openness and honesty by providing participants with general preparation tailored to their specific needs and covering linguistic, pedagogical, legal, health, cultural or financial aspects;
- E. Set up clear policies on Confidentiality, Sharing Information, Whistleblowing and Complaints so that children, parents and the other actors involved are aware of how to act if they are giving, or have been given, confidential information and would allow members and users of the organisation to complain or report any aspects of the organisation or individual;
- F. Set up a Risk assessment and health and safety policy, Crisis action plan (Basic emergency procedure, Medical emergencies, Psychological emergencies, rules of conduct...);
- G. Management - monitoring and tutoring - Accompaniment and support. Acting as sending organisation, you need to reflect and decide on what kind of support is needed to create the spaces that are most conducive to participants' well-being and learning, and whether this is best done by sending an accompanying person along or relying on the support provided by the hosting environment.



## DURING THE STAY

Children need to know that they are supported when they take part in international projects. International projects are designed to thrust young people into challenging situations where they can learn from their experiences. Supports need to be tailored to meet the requirements of the participants, the environment where the project takes place, and the nature of the project.

- H. Ensure participants know how to get help if required, for example from mentors, support teachers, host parents, their peers, their families....;
- I. Build in structures where participants can express any concerns they may have, such as planned meetings, peer-to-peer supports, and family connections;
- J. Provide an opportunity for reflection. Good safeguarding practice involves implementing structures to ensure those who work with participants are themselves supported and supervised throughout the process;
- K. to take the necessary measures to **protect the health and safety of young people** and ensure they are implemented based on a risk assessment of their work.

## AFTER RETURNING HOME

- L. Make time for evaluation and reflection: this is crucial so that all involved can learn from the experience and adapt future plans;
- M. Evaluate the outcomes of the stay with the children on both a formal level (academic outcomes, according to the requirements in the *Learning agreement*) and an informal one (personal outcomes);
- N. Reintegration: Provide the pupil with any support needed to ensure smooth reintegration into the home environment. Give him/her the opportunity to reflect on the impact of the experience and to build on it.



## References:

- Desk Research conducted within the PROJECT NUMBER: 2020-1-UK01-KA202-079153 - VET Mobility Safeguarding Quality Charter for Europe;
- RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility;
- Handbook on Quality in learning Mobility, Council of Europe and European Commission, April 2019;
- Keeping it Safe – Safeguarding Standard and implementation Guidance, National Council for voluntary youth services.

