



**European
Mobility
Projects
Safeguarding
Guidance**



Contents

Introduction	2
The Pillars of Safeguarding	4
• Inclusive Practice	4
• Recruitment and Selection	5
• Training	6
• Support and Supervision	7
• Reporting	8
• Crisis Management and Conflict Resolution	9
• Reflective Practice and Evaluation	10
Safeguarding for Mobility	11
• Planning Phase	13
• Implementation Phase	20
• Evaluation and Monitoring Phase	24
• Follow-up Phase	27
Appendix 1	
Safeguarding Checklist	28
Appendix 2	
Host Family Safety Assurance	30

Introduction

This resource provides guidance for risk management and safeguarding in **European Mobility Projects** under Erasmus+ and the European Solidarity Corps (ESC). It is intended for anyone who coordinates European mobility projects in the Schools, Vocational Education and Training (VET) and Youth fields, and those working in the ESC, to ensure that safeguarding considerations are at the centre of the project management process. Note that anyone involved in an ESC mobility is included in the safeguarding and risk management principles. For clarity, the term ‘participant’ here means young person, trainee, learner, student, vulnerable adult or volunteer.

This resource updates the previous Léargas publications on Child Protection. It supplements the internal policies and practices of participating organisations. It is not intended to serve as definitive practice but rather to aid organisational thinking on safeguarding. The guide is structured as follows:

[The Pillars of Safeguarding](#)

[Safeguarding for Mobility](#)

[Appendix 1 – Safeguarding Checklist](#)

[Appendix 2 – Host Family Safety Assurance](#)



While participant safeguarding is a serious issue, it should not deter organisations from applying for funding. Instead, organisations should make sure to address safeguarding considerations during the project application process. The best crisis management is to try to anticipate and plan for any issues that could arise.

Ireland is considered to have a very robust approach to safeguarding. In maintaining this, it is important that all Irish funding beneficiaries understand the requirements that other partners will also have to meet in order to involve Irish participants. In Ireland, Children First: National Guidance for the Protection and Welfare of Children (2017) outlines the responsibilities of all in society to promote the welfare and safety of children. The wider community, including professionals and voluntary workers, are well placed to be aware of a child's welfare. It is important that all involved in intercultural work can recognise and respond to the possibility of abuse or neglect, to contribute to the ongoing safety of children.

Good safeguarding practice ensures that work with project participants is carried out with a high level of awareness of the need to ensure safety and prevent abuse or neglect. This is relevant in every area of Erasmus+ and ESC, no matter where the activity takes place or the age of the participants. Everyone working in ESC or in the Youth, School Education or VET fields are required to safeguard all participants with whom they work.

This resource is structured around the seven pillars of safeguarding practice which are outlined in the next section.

This resource was produced after a consultation process across the School Education, VET and Youth fields. Every effort has been made to accommodate all feedback received.

In light of recent events, the National Youth Council of Ireland has produced guidelines on Child Protection during the current Covid-19 pandemic which are available at <https://www.youth.ie/documents/child-protection-during-covid-19>



The Pillars of Safeguarding

PILLAR 01

Inclusive Practice

When young people take part in international projects, they are exposed to opportunities to learn about themselves and others around them. Many young people can excel in such projects, while some may find it more challenging. It is critically important that whoever is supporting the young person to participate in a project takes time to allow them to identify any aspects that they may be uncomfortable with. Sometimes this may be very obvious to the supporting person, due to the nature of the project or having previously worked with the young person, but good safeguarding practice ensures a more positive result. This is why it is vital to agree ways to manage difficulties that may arise throughout the project. Young people with fewer opportunities can experience barriers to participating, as well as vulnerabilities that need to be catered for from a safeguarding perspective. These can include some or a combination of the following:

Learning difficulties

Intellectual disabilities

Physical and sensory disabilities

Aspects of sexuality & gender

Cultural ways of life and traditions

Economic difficulties

Behavioural Challenges — mental health & well-being

The key message is to ensure that project leaders consider the level of vulnerability of the young people involved throughout the entire project, and are prepared to adjust the project activities if required.



PILLAR 02

Recruitment & Selection

In Ireland, organisations are required to have policies and procedures for recruitment of workers. Recruiting the right people to work with participants is a critical safeguard to have in place. The individuals who identify and select the youth workers, host families, teachers and support personnel play a vital role in the safeguarding process. All staff and volunteers who work on these projects are gatekeepers, as they all have a responsibility to report to a superior if they observe someone acting inappropriately with a young person.

From an equality and rights basis, organisations need to ensure that all participants have an equal opportunity to participate in a project. They also need to ensure that the project is suitable for the participants. Good processes must be in place to ensure that the selection process for participants is appropriate to the age and understanding of the participant. The table below provides some advice that can support the selection process and to safeguard potential participants.

Invest time in the selection process	Clearly explain what the project is	Use an application process that is easy to follow
Consider whether the project is connected to other aspects of their lives	Support them to identify any fears/anxieties they have	Connect them with someone they trust
Inform them of some of the risks before they sign up	Give them responsibilities during the selection process	Inform them of the work that is involved
Have an open and honest selection process	Mind the ones who are not selected	Involve parents in the process

PILLAR 03

Training

- Child Protection training is a mandatory requirement for everyone working with young people under the age of 18 years. Organisations must adhere to the standards set for the field in which they work. It is recommended that this training incorporates aspects of international projects. It is particularly important to focus on how to respond to a safeguarding concern that may emerge when sending or hosting young people.
- Health and Safety training relevant to the sector is a requirement. It is recommended that the training incorporates international contexts for managing risks that exist when hosting or sending young people on international projects.
- Pre-departure training for participants and accompanying or supporting adults is of critical importance. This training should be conducted at least two months before the project takes place to allow for the issues that are raised to be addressed and prepared for. The training should focus on giving the participants confidence before taking part, and it should address the following points:
 - The concept of the international project and why the young people are taking part in it
 - The various phases of the project and who the key stakeholders are
 - Where to get support during the project
 - Motivations, expectations and fears, and reflection on the project goals – including goals for learning
 - Understand the meaning and importance of intercultural learning and awareness of the ongoing intercultural learning process
 - How to manage risk during the project
 - Space for the young people to experience a non-formal learning process
 - Basic language training if required

PILLAR 04

Support & Supervision

Young people 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. *Points to consider:*

- Ensure participants know how to get help if required, for example from mentors, youth workers, support teachers, host parents, their peers, their families, local police or others.
- Build in structures where participants can express any concerns they may have, such as planned meetings, peer-to-peer supports, and family connections.
- 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. Working on an international project can be challenging, and it takes time and energy to make it a success.

Points to consider:

- Have an appropriate ratio of workers to young people, to ensure there are sufficient numbers to maintain safety and support for all involved. Higher numbers of workers may be required depending on the needs of the young people. Léargas is happy to consider supporting higher numbers of workers if the need is clearly stated in an Erasmus+ application.
- Put in place clear communication procedures, that ensure accountability and transparency at all stages of the project.
- Ensure that participating organisations have good governance structures in place, and that managers carry out adequate supervision at all stages of the project.
- Hold regular team meetings with time and space for workers to talk openly about the project and any concerns they may have. Remember that meetings can take place online, and that support and supervision can be provided remotely.
- Make time for evaluation and reflection: this is crucial so that all involved can learn from the experience and adapt future plans.

PILLAR 05

Reporting

The ability to recognise and report safeguarding concerns is of critical importance. Every organisation must demonstrate how they have ensured that all workers know their responsibilities, and they must show how they support workers to report any concerns that they may have. A robust Child Protection Policy and Safeguarding Statement must cater for the additional requirements of international projects.

Points to consider:

- Participants must be informed of their rights to raise any concerns when they are involved in an international project. They should know who they can report to, and be informed that any concerns they raise will be taken seriously.
- The local reporting requirements for the host country, whether it is Ireland or another country, should be clearly outlined. The project organisers must ensure that all workers who are involved in the project know their obligations, and are fully briefed on local reporting requirements for where they are working. This applies for both hosting and sending activities.
- Partner organisations should understand that if a concern is raised during the lifetime of the project it will be taken seriously and responded to accordingly. This can be included in Partnership Agreements.

Reporting to the National Agency

As the funding provider, the National Agency must be informed at the earliest opportunity in the case of a serious incident such as a breach of Health and Safety, allegations against a relevant person, or any other incident that might jeopardise the participants and/or the project. The relevant National Agency can advise on local legislation and other critical steps required in the reporting process.



PILLAR 06

Crisis Management & Conflict

Good safeguarding practice requires procedures for responding to a crisis. Things can go wrong and incidents may occur that can result in high levels of anxiety, stress and upset for those involved. The procedures in place will help guide decisions, as the best way to manage a crisis is to anticipate it.

A safeguarding crisis may emerge during the lifetime of a project. This may be an allegation of abuse against a worker, a participant being abused or harmed in some way, an incident of financial abuse including theft or extortion, sexual abuse of a participant – be it online or offline – or an incident of conflict, bullying or harassment between individuals or groups that results in relationships being damaged.

All international projects need to have a strategy in place to manage any potential crisis that may emerge.

Points to consider:

- The welfare of the participant must be the main priority and all resources that are needed must be made available to ensure this.
- Ensure that the crisis management plan for the project complements the overall approach that your organisation has to responding to international project incidents.
- Ensure that the project has a lead person who is responsible for managing a crisis (depending on the size of the project or nature of the group, a management committee may be more appropriate than a lead person).
- Ensure that all partners are informed of, and sign up to, the crisis management plan before the project starts. Participants also need to be informed of the process so that they can access this if they need to. Ensure that the relevant National Agencies are also informed.
- Remove the participant from the situation.
- When preparing the plan, consult with the key stakeholders (for example: participants, senior management of relevant agencies, parents, funders) to ensure they are aware of the steps that may need to be taken. The level of information provided to the stakeholders should be determined by their role in the project.
- The plan should list the escalation pathway used to resolve any crisis.

- It is essential that a crisis management plan includes a process for critical incident questioning. This is to ensure there are additional actions taken if required, and that there is space for reflecting on the issues that have been raised. Good safeguarding practice involves reflecting on the key issues so that the learning from the experience is captured.
- All data that is recorded must be retained in accordance with the organisation's data retention policy and must be in line with GDPR.

PILLAR

07

Reflective Practice & Evaluation

Reflective practice is a key pillar of safeguarding, so that learning from any project can be captured and retained. Such learning then informs the pre-departure preparation for future projects. For example, it is useful to ask a previous participant to give a first-hand account of their experience and their learning at the project preparation stage. This peer-to-peer exchange can be very positive.

Reflective practice can be focussed on all aspects of the project and involve all the relevant stakeholders. Tusla, the Child and Family Agency, has published useful resources to help organisations ensure safe practices are in place in relation to all of the pillars mentioned in this section at <https://www.tusla.ie/children-first/organisations/>

Please note that in Ireland all organisations that provide a Relevant Service as defined in the Children First Act (2015), must have a Child Safeguarding Statement (CSS) in place that states how the organisation will protect young people when they take part in activities. The CSS must be supported by a CSS Risk Assessment of relevant activities, which includes international youth projects. For more information on the Child Safeguarding Statement and the Risk Assessment process visit <https://www.tusla.ie/children-first/support-documents>

Safeguarding for Mobility

Managing international projects involves many elements. In this section, we will look at good safeguarding practice guidance for four key project stages: planning, implementation, evaluation, and follow up. These principles can be applied to Youth, School Education or Vocational Education and Training projects.

We use the image of the Project Management Flower to illustrate the project stages. The flower is a living, breathing plant that grows and produces many outcomes. The project is grounded in communication because this is one of the most important elements to ensure the safety and welfare of young people. An international project that prioritises effective communication among its stakeholders creates an important foundation for the participants. If young people operate in an environment that allows them to express their opinions without any barriers, it will go a long way to supporting them to reach out for help if needed.

Project Management Flower

All projects begin with an idea that grows and develops into a plan. The planning phase incorporates all aspects from the project idea right through to its implementation. While planning, it is important to ensure that the right people are selected to take part. This means that the right workers are selected, the partners are chosen carefully, and the process for applying for funding is well planned.

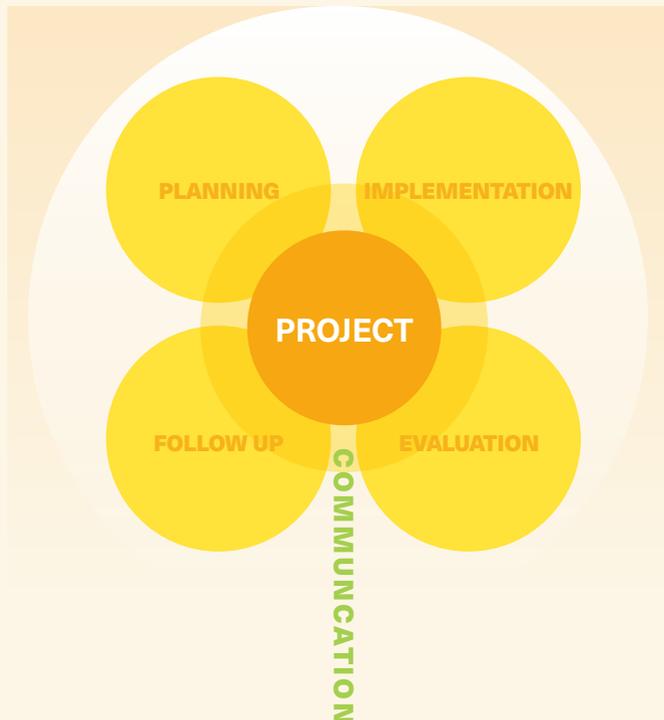
The **implementation phase** is where project activities are carried out, for example during the youth exchange, the study visit, the hosting or the sending of young people. Participants may be at their most vulnerable during this phase, and it is the phase with the highest risk potential.

The **evaluation and monitoring phase** takes place throughout the project at critical stages, to ensure monitoring of project activities

and that changes can be made where required. This phase is key to safeguarding, as evaluation provides valuable information and feedback for the managers of the project.

The **follow-up phase** includes all the activities that take place when the implementation phase ends. This includes activities that take place to support the participants, and can also include working with partners to plan the next project and to get ideas flowing.

The project is sustained throughout by **effective communication**. All stakeholders need to be able to share relevant information when required. All participants must understand how to access their support networks: workers need to receive and send information; managers need to be accessible to receive important information; and partners need to agree to the communication structure of the project. The life of the project depends on the effectiveness of the communication structures.



Planning Phase

Points to consider:

- There is a wide range of actions available to find the right partner(s). Investing time in finding the right partners will reap many benefits at later stages of the project.
- Be prepared to withdraw if the partnership is not suitable. It is more important to get the partnership right than to proceed with an unsuitable relationship.
- Check out the legitimacy of the partner to ensure they are a credible organisation.
- Try to match interests and ethos of the participating organisations.
- Develop and implement a contract agreement between all partner organisations - include the aims, objectives, activities, role of leaders, etc. in the agreement.
- All partner agreements should include a commitment to the safety and welfare of the participants. This should also include the criteria for recruiting staff and volunteers to work on the project, such as vetting and police checks.
- Have a 'risk assessment' checklist for the project planning visit (including accommodation, activities, leaders, legal requirements etc).

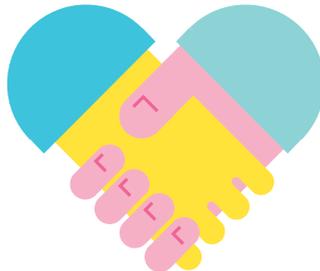


Partner Finding

There are many aspects to finding an international partner, and it can be difficult to find the perfect partner organisation to work with. Every organisation has its flaws and may have different ways of working that can cause frustrations and difficulties. When looking for a partner, it is important to set out your 'non-negotiables' so that your organisation's values and ethos are not compromised and that the welfare of the participants is maintained as the highest priority.

Safeguarding questions to ask of potential partners:

- Do they have any safeguarding policies or procedures?
Are they willing to share them?
- Do they have a code of behaviour that all workers need to abide by?
- Do they have a process for managing complaints or concerns?
- Do they take complaints seriously?
- Is there a culture of openness and transparency when working in partnership with others?
- How are workers in the organisation recruited and selected?
Are they willing to cooperate with police checks if required?
- Do they provide safeguarding training for their employees or volunteers?
- Do they know what the safeguarding requirements are when operating in Ireland?
- Are they willing to adhere to the safeguarding protocols for the project?



Recruitment and Selection (Workers/Hosts)

Recruiting and selecting the right workers and hosts for your project is crucial. Remember that where police checks are available and legal, they must be used for leaders and host families. The Vetting Bureau provides information and advice for all Garda vetting and Police checks. Information is available from <https://vetting.garda.ie>

Selecting Host Families

Placing young people in host families provides fantastic opportunities for immersion into the culture of the host country. However, host family situations can raise additional risks that need to be managed.

Points to consider:

- Who is living in the family home and who may be in contact with the participants.
- Meet with the host families in person if you can. Visit their home and look at what the living arrangements are. If the sending organisation cannot do this, request that the host organisation carries out these checks.
- Consider the make-up of the family and why they wish to host participants.
- Does the local organisation have a working relationship with the host family? What previous interaction has there been?
- Are the host family willing to take part in formal meetings to discuss the project and their role in hosting the participants?



Accommodation

- An Advance Planning Visit (APV) is strongly recommended. When an APV is done right it is one of the most effective means of addressing safeguarding. Consult the relevant National Agency for guidance on holding an APV.
- If an APV cannot be carried out, there may be other options available through thorough planning processes.
- If the project involves working with host families, make sure they are aware of the organisation's Child Protection Policy.
- Screening of host families is essential. Carry out police checks if available. Visit the host family and have them complete an application form. It's also advisable to check references.
- Give placement details to participants and their families at least four weeks in advance of the exchange. This facilitates contact between the participants and the host family in advance of the visit.
- Provide a briefing for host families. Give a copy of the whole programme. Be clear on responsibilities. Give host families emergency contact details.
- In the case of non-homestay accommodation, check out the accommodation on the planning visit and ensure that it is acceptable.
- In the planning stage, carry out a thorough review of the proposed sleeping arrangements for participants.
- Check potential health and safety issues in relation to accommodation. Check who will be staying at the venue at the time of the visit, and if facilities will be shared with other groups.
- Ensure that the accommodation caters for gender balance and diversity requirements.
- Ensure that leader accommodation is appropriate.
- All leaders must have a rooming list that details where participants are accommodated.
- Have a clear contract with accommodation providers to ensure the welfare of the participant.

Roles and Responsibilities

- Appoint a key leader so there is a named person managing the project. Ensure that this person's contact details are known to the relevant stakeholders.
- Ensure that the lead organisation has allocated the required leadership resources so that the project is delivered safely.
- Ensure that all leaders are recruited in accordance with this guidance resource, legal requirements and your organisation's policies and procedures.
- Ensure gender and age appropriate balance among leaders.
- Leaders should be given clear roles and responsibilities, and be inducted into their roles so they fully understand what is expected of them.
- Leaders should understand and respect the participants at all times.
- Leaders should be made aware of their duty of care to participants and the need to protect their welfare.
- Ensure that leaders are appropriately qualified for activities that require additional training (rock climbing, water sports etc).
- At least one leader should have first aid training.



Planning the Programme

- Plan debriefing sessions on a regular basis with the participants. This may be daily, weekly or monthly depending on the project. This is particularly important for group projects and projects where participants take part on their own, such as study visits.
- Projects with unstructured programmes should still have sufficient boundaries and good monitoring in place. It is important to achieve a healthy balance between encouraging participants' independence and protecting them from undue risk.
- Leaders should have a clear schedule that includes breaks and time off. Fatigue can create an unhealthy environment that may lead to unnecessary stress and anxiety.

Planning Emergency Procedures

- Have a clear emergency plan, including: 24/7 contact details for host and home country; emergency procedures if an evacuation is needed; an emergency fund; and knowing where participants and leaders are at all times.
- Have a back-up plan if the programme needs to change for any reason.
- Agree the first aid protocols in advance of any activities or events.
- Make sure there is a lead person appointed for health and safety procedures.
- 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.



Travel Preparations

- Ensure that each participant has a passport that is within at least six months of its expiry date.
- Visas and/or additional travel documents may be required for some participants.
- Consult the Citizens Information Service and/or Department of Justice and Equality for specific guidance on the country the participant is travelling to or coming from.
- Participants under 18 need signed consent from parents or guardians to be brought out of Ireland and/or into other countries.
- If a participant is travelling with staff or volunteers from the organisation, be prepared to explain the working relationship with the participant to passport control staff.



General Policies & Procedures

- Ensure there is adequate and appropriate insurance for all stages of the project, including the planning visit and any other follow up activities.
- Give clear guidance on how personal information will be used and what level of confidentiality exists. Abide by good data protection practices and agree how to manage the data with the partner organisations. This includes photos, video, registration details, social media posts, etc.
- Ensure a good training and preparation programme for participants, which should include the development and agreement of contract and ground rules for all participants.
- Training should also include information on cultural awareness, safety and well-being, and relationship building.



Implementation Phase

The implementation phase of any international youth project can be the most exciting and fun phase. The planning is complete and now it is time for the activities to start!

Documentation to have available

- Participant details including relevant medical supports that may be required, allergies, etc.
- Details of insurance, including travel insurance and procedures to follow in the case of an incident.
- Participant details (application forms).
- Copy of programme of activities.
- First Aid certificate (if a leader is qualified).
- Group contract for the project that has been signed by all participants.
- Completed parental/guardian consent forms where required.
- Emergency contact details for the host country and for the support personnel in Ireland.
- Tickets for all travel, trips, etc.
- Accommodation details including contact numbers and addresses in case the participants need to find their own way at any stage.
- Organisation's Child Protection Policy.

Implementing a Support System

- Have a clear system of support for participants so they know who they can turn to if they have any difficulty day or night.
- Have a support system for leaders so at they can request help if needed.
- Sending and hosting organisations must each have a designated contact person in case of emergency. All participants and leaders should have contact details for this person.
- Funding agency contact details if necessary.

Orientation

Host organisations/families should organise orientation processes and packs. These could include:

- Welcome session.
- Practicalities and logistics.
- Programme introduction.
- Cultural information.
- Contact details.
- 'Help me' card with a message in the local language asking for assistance. For example, if a participant is lost and needs help to return to their accommodation the card will provide this information in the local language.
- Details of the responsibilities of everyone involved.
- A discussion of the group contract, and willingness to adapt if required.
- Awareness and understanding of how to manage participants becoming homesick.
- One central information point for participants which displays all necessary information in the languages of all participants.
- Tools for orientation such as maps, directions etc.
- Cultural ice breakers.

Leadership

- International projects need to have a common understanding and a common position on important issues, particularly in emergency situations, and how to respond to these.
- Leaders should meet daily.
- Establish clear responsibilities for leaders and accompanying persons.
- Put in place support system for leaders.
- Leaders should know where participants are at all times – even during free time.
- Leaders need to have a good system for keeping records.
- Leaders should have a good, open and professional relationship with the participants.
- Leaders should have adequate access to telephones for communication.

Responding to Child Protection Concerns

- Adhere to the Child Protection Policy that has been agreed for the project and follow the procedures accordingly.
- Take all safeguarding concerns seriously.
- Protective actions may need to be taken depending on the nature of the concern.
- Depending on the nature of the concern there may be a requirement for the participants to return home.
- The Designated Liaison Person must be contacted immediately.
- Use emergency contact numbers that have been documented for the project.
- Maintain ongoing communications with the relevant stakeholders to ensure that any further decisions are agreed.

- Where appropriate, contact police and/or child protection services such as Tusla.
- Adhere to mandatory reporting requirements as stated in the Child Protection Policy.
- Ensure there is adequate support in place for the person who is managing the concern.
- Depending on the nature of the concern, there may be an impact on the future of the project. It is essential to consider how other participants may be negatively affected by what has happened.

Accommodation

- If the project is using host families, regular meetings need to take place with them throughout the project.
- Visit participants in the host family home to see how they are interacting with everyone.
- Meet participants regularly and get a report on their accommodation arrangements. Allow them time and space to inform you if there are any difficulties.
- In a situation of a serious difficulty arising with their accommodation, remove the participant immediately and make alternative arrangements as required. Follow the safeguarding procedures if the difficulty is related to a safeguarding matter.



Activity	Accommodation Setting	Evaluation & Monitoring
<p>Student Exchange</p>	<p>Host family</p>	<ul style="list-style-type: none"> → Regular contact with the student to check in on their welfare. → Call to the host family house to monitor the environment and meet the family. → Formal evaluation of the host family's experience – to ensure all aspects were appropriate and to ensure that if concerns emerged they were fully responded to. → Check in with the student's own family to assess their welfare throughout the project.
<p>Group Youth Exchange</p>	<p>Communal accommodation (hostel/residential centre)</p>	<ul style="list-style-type: none"> → Meet regularly with the participants to provide opportunities for discussion and feedback on the living circumstances. → Follow up on any concerns that are raised. → Informal monitoring is carried out by walking through the environment at various times maintaining appropriate ratio requirements. → Encourage the participants to talk openly about their experiences and involve them in problem solving low-level difficulties that may emerge. These are good learning experiences for them to work through. → Use formal and non-formal evaluation techniques to harvest the learning from their experiences.
<p>VET Project</p>	<p>Independent or shared accommodation</p>	<ul style="list-style-type: none"> → Check the location of accommodation. → Monitor the travel time to and from the placement. → Find out who else will be using the accommodation when you are there. → Check that emergency arrangements are in place.

Points to consider:

- Systems for monitoring and evaluation should be developed prior to the project start, and agreed with the partner organisations.
- Monitoring and evaluation should be carried out with the participants, the leaders, the partner organisations and, if applicable, the host families.
- Ensure expectations and ground rules are clear at the beginning to facilitate easier monitoring of progress and difficulties.
- Depending on the nature of the project, there should be daily and/or weekly processes for connecting with the participants and the workers involved in the project, where their feedback is received and evaluated.
- Leaders should have regular meetings to review the project and make changes where required.
- Participants should keep a learning journal throughout the project.
- Have an evaluation box where participants can post comments whenever they like.
- Use creative forms of evaluation to ensure that there is an inclusive approach to the process, incorporating formal and non-formal methods. Some participants may require additional supports to communicate their thoughts and feelings. This may be due to learning difficulties, language barriers or traumatic experiences. The approach needs to be sensitive to the requirements of the participants.
- Carry out a full, final evaluation that measures the effectiveness of the project and evaluates whether each participant was protected from harm or abuse throughout the process.

Follow Up Phase

When participants take part in international projects they can have life changing experiences that they will hopefully benefit from. The follow up to international projects can involve a range of activities to capture the learning, share the impact, and debrief the participants. Where participants are included in the follow up phase of a project, the principles of good safeguarding practice continue to apply. This table outlines relevant safeguarding principles when supporting participants through this phase.

Invest time in a debriefing process	Follow up on any concerns that arise from the debriefing	Manage the data and records from the project in line with relevant policy
Support the participants to explore follow up projects	Support the participants to implement the learning they gained from the project	Maintain good practice, including ratios and gender balance among participants
Ensure data protection standards are not compromised when sharing outcomes in the media	Capture the learning from the experience to enhance practice for future projects	Maximise the impact that the project has delivered

Appendix 1

Safeguarding Checklist

Ensure that:

- All group members/project participants are adequately briefed about their responsibilities during the visit/placement, that they fully understand their role within the group and are equipped to deal with emergencies.
- Accompanying persons, staff or volunteers have the knowledge and skills to ensure the safety of the young people in their care.
- All group members have completed the necessary documentation for travel abroad.
- All group members have copies of their passports and visas (if necessary), kept separately from their original documents.
- Details of the nominated person(s) who will be available 24 hours a day in case of emergency have been passed to all host families and group members, and a copy of emergency procedures has been lodged with the sending organisation.
- Participants have a card with emergency contact details and numbers that they keep in their wallets.
- A list of participant names, together with their host family address and telephone number, has been given to the nominated person.
- Original copies of all parental consent forms have been given to the nominated person.
- Copies of the parental consent forms have been circulated to the relevant people.
- Host families are made aware that impromptu or 'spot' checks may be carried out during the visit and that the partner/contact abroad has fully met the requirements to ensure the safety and welfare of the young people.

- All staff, relevant suppliers and volunteers within the sending or hosting organisations have been properly vetted in line with local policies and jurisdictional requirements.
- Emergency procedures have been clearly communicated and shared by everyone involved.
- A 24-hour contact number for a senior member of staff in the sending country is available.
- There are sufficient funds to deal with an emergency.
- There is a list of contact details for all parents/guardians.
- The insurance cover and process for dealing with emergencies are understood.
- Group members understand and agree to a code of conduct during the visit.
- Group members are aware of road safety issues (for example, which side of the road cars travel on).
- Arrangements have been made to ensure that children and young people do not carry large sums of money with them.

Appendix 2

Host Family Safety Assurance

The top priority in home hosting is providing a welcoming and safe homestay experience for the participant.

The Host Family Safety Statement must be signed and agreed by all partners and local service providers.

Signing this Host Family Safety Statement commits the signatory to the following:

1. Each family is vetted to ensure suitability of family members, house and property for a welcoming and safe hosting experience.
2. A record of all family members in each host family is maintained and updated and each adult in the home is to be vetted.
3. Each host family will be asked to demonstrate that they have public liability and household insurance cover.
4. If there are any doubts, or indication of risk, about suitability then no placement is made with that family until further checks have taken place or a second person makes an inspection visit.
5. If a criminal record is disclosed then a decision has to be made by the project whether or not that family is suitable to host a young person. Decisions may require advice from suitably qualified persons.
6. Each host family will sign a document in which they are asked to certify that there are "no reasons why they are not suitable to host a foreign visitor".
7. A single female is never placed in an all-male household.
8. A single male under 18 is never placed in an all-female household.
9. The co-ordinator, or a named deputy, has a 24-hour, seven days a week emergency contact number in place during each homestay programme. This number is made available to the homestay participants.

10. An alternative homestay placement or accommodation arrangement will always be available in the event of an emergency.
11. Details of host family placements are to be received in the project preparation phase.
12. Each host family must have a contact number which will be given to the parents or guardians of the participants.
13. Should an allegation be made by the young person in the host home environment, then the young person will be moved immediately, even if the allegation is unproven. It is not our responsibility to make judgements or to investigate allegations. It is our responsibility to exercise caution in the interests of the safety of the participants in our care.
14. Each host partner and local representative for the project will ensure that this charter is fully implemented.
15. The voice of the young person is sought in all phases of the project.

The safety of homestay participants and host family members is a top priority. In the event of any problems the host partner and/or local co-ordinator will respond speedily and take all steps necessary to ensure the safety and well-being of all involved.



Get in Touch

psdt@leargas.ie

+353 1 887 1260

leargas.ie

 [Leargas.Ireland](https://www.facebook.com/Leargas.Ireland)

 [Leargas](https://twitter.com/Leargas)

 [leargas.ireland](https://www.instagram.com/leargas.ireland)

Léargas

King's Inns House

Parnell Street

Dublin 1

D01 A3Y8

Ireland