



Implementation Guidelines for RYCO Superschools

1st CYCLE

March - June 2022



Co-funded by the
European Union



german
cooperation

DEUTSCHE ZUSAMMENARBEIT

Implemented by

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



Table of Contents

Foreword	2
Implementation of the youth exchanges	3
Definition of youth exchange	3
Designing your youth exchange	3
Reporting	8
Monitoring and Evaluation	9
Visibility Guidelines	10
Visibility in a Nutshell	10
General Rules for Visual Identification	11
Rules for Specific Visibility Materials	12
Social Media	14
Media Relations	14
Guidelines on financial rules	16
Budget	16
Expenditures	16
Direct and indirect management of the expenditures: Two ways of managing the funds	16
General Criteria on Eligible Costs	17
Eligible Direct Costs	17
Payment and refunding	19
Financial Reporting	19
Safety and Protection Guidelines	20
Annexes	27

Foreword

RYCO Superschools is a programme for school exchanges in the Western Balkans that supports peacebuilding and reconciliation processes, intercultural learning and dialogue among schools, students and their communities. The scheme aims at providing the ground for creating strong and sustainable bonds between secondary schools within the region and building long-term partnerships. In the first cycle of implementation, RYCO supported 30 exchanges.

For better implementation of the exchanges, the Implementation Guidelines document is tailored to support and provide clear direction to schools and teachers. The Guidelines consist of four chapters which clarify contractual obligations of supported secondary schools towards RYCO and give guidelines for a successful implementation of the supported exchanges.

The four chapters are:

- Programme Implementation Guidelines
- Visibility Guidelines
- Financial Guidelines
- Safety and Protection Guidelines

Please consult this document before you start implementing your activities and regularly consult it throughout the implementation phase. If you have any question that is not covered in this document and is related to the implementation of the supported project or you need clarification on your obligations towards RYCO, please do not hesitate to contact RYCO team members for the input.

Implementation of the youth exchanges

While we are striving for quality work with our partners, we understand the complexity of organizing qualitative exchanges and being engaged in our thematic areas. The purpose of these guidelines is to provide support to you by providing you with tips and hints of successful implementation, to make sure that there is shared understanding of standards on youth safety and protection, and also to provide you with that you can use to ensure a sound implementation of your exchange.

Throughout the document you will find information on how to design your exchange, how to set the objectives of your exchange, reaching out to the target group, knowledge, human resources, etc.

Definition of youth exchange

For the purpose of this document, we define youth exchanges as activities that allow groups of young people from different RYCO Contracting Parties to meet, live together and work on shared projects for short periods. Youth exchanges take place outside the school environment. On a youth exchange, young people participate in activities such as workshops, exercises, debates, role-plays, outdoor activities and more. Youth exchange provides young people with an opportunity to improve their intercultural competence.

Building up with the previous definition, **RYCO Superschools** is a programme for school exchanges in the Western Balkans that engages young people and provides them opportunity to meet, experience regional mobility, enhance their cooperation and strengthen their intercultural competence, and thus contribute to the overall process of peacebuilding, reconciliation, intercultural learning, and dialogue, among young people in the region.

Designing your youth exchange

Design process of school exchanges starts with the application process during which engaged schools work for the first time on their project idea. Once the schools are selected to be part of the RYCO Superschools programme, the team composed of teachers, mentors and RYCO Local Programme Officers collaborates on agenda design. The design process takes place online as well as in person. Besides this very important and intense collaborative design process on the agenda of the youth exchange, here we list essential steps of exchange design.

Things you already did in cooperation with the mentors and our LPOs:

1. Please, create a space where participants can engage in open and meaningful communication, increase their knowledge, and acquire new skills;
2. Please, think of the objectives of the exchange, what are you trying to achieve by organizing this exchange;
3. Please, decide on the dates of the exchange;
4. Please, think about the venue(s) exchange can take place at, think if these venue(s) are easily accessible, or do you need to take extra steps to ensure that your participants and colleagues can access them;
5. Please, think about the number of the participants and their profiles - who do you need in this exchange and why is their participation important;
6. Please, think about the agenda of the exchange - creating it, listing activities foreseen, etc;
7. Please, think about the materials that you and participants need during the exchange (participants package) - make sure they are prepared and shared with them well in advance;
8. Please make sure that you have a clear methodology of the exchange, how do you want the

exchange to occur and what do you want to deliver to your participants;

9. When identifying the activities, make sure that you pay attention to the expertise you would need for that particular activity.

Things you can think about while implementing your exchange:

1. If you are using online tools, please make sure they are known and everyone is able to use them;
2. Take into consideration any risks and barriers you might encounter and how you can mitigate them - e.g. language can be a barrier that you might need to overcome, your participants or school team might need to obtain a passport, you might need to provide visas to your participants, you will need to plan your travel depending on the rules set by relevant authorities at that very moment;
3. Conduct an evaluation of the experience of participants with the exchange;
4. Think of the follow-up activities that you can implement with the participants - so you ensure an impact beyond the exchange.

How to set achievable objectives within the set timeframe?

As stated above, it is highly important that we set realistic objectives of the exchange while planning it. Equally important, with setting the objectives, is to actually match them with the capacities within your team, expertise available and the timeframe we are going to implement the exchange. Some big objectives cannot be reached within 10 days therefore you need to be aware of what objectives can be achieved within the timeframe of your exchange.

An objective is what you want to achieve by organizing something (in this case the exchange). Objectives should be clear and understandable. For example, an objective of youth exchanges can be *“to help young people to become aware of socially relevant topics/thematic areas of RYCO”* and the activities of the exchange should contribute to this objective.

How to target and reach out to your participants?

In order for you to reach out to your target group and ensure their participation, you should have a good outreaching strategy. This strategy is the bridge to your targeted audience and ensures that the exchange is being offered to the intended target.

Outreach can be done using both classical promotional methods of flyers, posters, info sessions, etc., but also through more innovative methods such as social media, newsletter, Facebook groups, etc. - things that can be popular within your target group.

When outreaching for the participants of your RYCO Superschools exchange, please factor in the capacities of the participants you are engaging - starting from thematic knowledge, language, contexts to even their skills with different tools you might be deciding to use during the exchange.

Please make sure that this aspect is taken into account, and based on this, prepare the materials you share with participants - in order to facilitate this process accordingly.

What human resources and expertise do you need to organize the exchange?

Another important aspect to focus on while implementing your exchange is being aware of the human resources needed to successfully implement your exchange. When preparing your Full Programme Agenda, be aware of the capacities you have at hand and how many people will be working with you to ensure the successful implementation.

Usually, when exchanges involve more than twenty participants (more than 10 participants per school), a minimum of two school teachers are to be engaged with students and with the overall coordination of the exchange programme. A very crucial aspect of this is their good coordination and understanding of each other - you need to establish good relationships and try to support each other.

In line with the coordination, it is very important that you are aware of the external expertise you might need to successfully implement the exchange. We are aware that you cannot be an expert on everything, therefore, we suggest that you factor this in and ensure that if there are topics that you cannot cover, you seek out external expertise.

Considering the sensitivity of the topics we work on, such external expertise might be needed in order to ensure a successful and meaningful implementation of the foreseen activities. An external expert with appropriate knowledge undertakes to give a specialized service as part of a team or alone and is not an internal employee of the schools and RYCO. If there is a need for special profile expertise that the school has internally and cannot be provided by external capacities, exceptions can be made. In that case, the Local Programme Officers in close cooperation with mentors can decide. RYCO will manage this cost entirely by contracting experts/trainers/facilitators and paying them directly.

What materials do you need to develop and share with your team and with the participants?

Usually, when organizing an event there are certain documents that you need to prepare and share with participants to ensure good participation. In general, firstly you need to have:

- **Info pack** - before participants come to the location of the exchange, it is important they are aware of a few general things about it such as location, accommodation, places to visit, weather conditions, agenda of the exchange, useful tips, etc.
- **Presentations and reading materials** - it is important that some materials are shared with the participants in advance so they get informed about the things they will go through and also learn more about them. In this way, you ensure that they are more engaged and willing to participate in a constructive and qualitative manner.

How will you know your exchange was successful?

In any kind of activity, it is important to plan a session where participants can reflect on their experience and provide feedback on what worked, what can be improved, what are their lessons learned, etc. When your exchanges are multi-day activities, we would suggest that each day you dedicate some time in the agenda for group reflection, or if the sessions dealt with highly sensitive topics or were emotionally engaging, you should foresee a time for reflection or debriefing after the session.

In principle, evaluation is important - it will help you understand better what you can change for other activities or let you know what you organized excellently. In order to get clear and useful data from the participants, you can have a survey they will fill out during the last session. By having young people filling out the survey, while they are still together, you will ensure that (almost) everyone has provided

their feedback. ***For the purpose of evaluating the exchanges under the RYCO Superschools programme, such surveys will be provided by RYCO.***

What kind of follow up would be good to have after the exchange - both for the organizing team and for the participants?

Depending on the type of exchange, you can foresee different types of follow-up actions. It is always a good idea to send a thank-you email to the participants where you once again connect them, share the materials from the exchange (presentations, readings, graphics from joint work, photos, links), invite them to follow your social media accounts, sign up for your newsletter (if applicable), etc.

Since you will be working with this group of participants in two exchanges, it is always a good idea to schedule an informal catch-up online and/or start an informal communication channel (e.g. Facebook, WhatsApp, Viber group, etc.) - so they are still connected and in communication with each other. This for sure helps bring them closer to each other.

Tips and hints for choosing the right activities to ensure meaningful participation

Getting participants to participate in the exchange is one thing, keeping them engaged and actively participating throughout the whole exchange is the second. In order for you to maintain a good engagement level, be sure you create an agenda in a way that allows participants enough breaks during the exchange and design the sessions so that there is a balanced time for theoretical, practical work and free time.

In this line, think of innovative approaches to engage them in group work, approaches that allow them to express themselves and talk to each other. Additionally, for this case, using online tools is highly recommended - since young people are usually prone to using such tools and can be something exciting for them.

Which digital tools can be used?

Depending of your different needs, digital tools for collaborative work online and increased interactivity can be used:

- [Miro](#)
- [Mural](#)
- [Google docs](#)
- [Fun retro](#)
- [Padlet](#)
- [Mentimeter](#)

Facilitating sensitive sessions on RYCO thematic areas: (i) peacebuilding, (ii) reconciliation (iii) intercultural learning and dialogue

We are aware that working with RYCO topics can be demanding and require a certain level of preparation and knowledge on these topics - for this reason, RYCO provides mentors' support and training for teachers to increase your thematic knowledge and improve your facilitation skills.

Additionally, to support you with the facilitation of these sessions, we kindly ask you to have in mind the things listed below:

- a) Start the sessions with a good energizer and a social activity that helps young people get energized but also meet each other;
- b) Make sure that the atmosphere in the room is good and everybody is relaxed;
- c) Open these discussions in an easy way - step by step - always being aware of the reactions of the young people and ensuring they understand the things being taught/discussed;
- d) Ask them if they feel comfortable to talk about certain things;
- e) After you mention the topic, please make sure that you identify if someone is reluctant to participate and if so ask about their concern or objection and try to address it – this is more effective than being pushy;
- f) Make sure that everybody is heard and if there is a difference in opinions, explain that this is normal and we should respect others' opinions;
- g) Make sure that young people are not being negatively impacted by the topic and if so, try to address it and let them know we understand them;
- h) Try to avoid that young people go into conversations that do not necessarily contribute to the overall objective of the discussion.

Tips and hints for inclusive approach and outreach to target groups

It is important that different groups of young people have the opportunity to get involved in activities and that the activities implemented are accessible to them.

- **Opportunity for youth with different backgrounds.** When activities are implemented in secondary schools, it is very important for you to ensure equal access to youth with different backgrounds. During the selection of participants, make sure you provide opportunities to youth who haven't had the opportunity to be active in this type of activities. It is very important to think carefully about the selection process of the participants in order to achieve optimal transformational potential and to provide opportunities to youth who are not excellent pupils to participate - since this experience is expected to have a positive impact on them.
- **Try to make inclusive groups.** You should set up groups that include both young people from vulnerable groups and young people of the mainstream youth. Working in these kinds of groups encourages mutual interaction, learning, and acceptance of diversity through joint experience and getting to know each other. Within this kind of group composition, young people gain new and specific experiences and learn to provide and receive mutual support.
- **Inclusive communication as a tool.** Provide clear and direct messages to young people, on the principles of non-discrimination and inclusion on which the programs and activities are based. Try to provide information relevant to young people in a language adapted to young people, in an accessible way through customized communication channels within regular or additional sources of information - available websites, audio recordings, simplified texts and information for people with intellectual disabilities, information on in Braille, translation into sign language, use of photographs, images, and videos, use of national minority languages.
- Try to use **adequate terminology** and language that is in line with respect for human rights, which includes the use of gender-sensitive language.
- **Use adequate communication channels** that reach vulnerable groups of young people as well as support services that adequately meet their needs. We encourage you to promote open calls for activities among different groups and by using different channels of communication.
- **Don't make assumptions about what young people want.** Youth are the best judge of what they can or cannot do. Don't decide for them based on your experiences and assumptions. As an organizer and facilitator, you can, of course, be part of the decision-making process by listing the

available options or offering accessible activities. In the end, every individual should decide by her/himself.

- **Ensure a safe space for youth.** When working with young people with different backgrounds in an inclusive group, young people may have a desire to express some hidden parts of their identity. Advise all engaged persons who work directly with young people to provide a safe space for these young people. It is especially challenging in an online environment. Always allow the young person to talk to you after group work and share their thoughts with you.
- **Support.** Try to provide support services to young people from vulnerable groups that are based on the principles of equality and equal opportunities and in accordance with the needs and desires of a particular person. This means:
 - young people from vulnerable groups asked what kind of support they need and how the support service should be designed;
 - that the support is focused on the young person and not on the programme, activity, or organization and the people in them.
- Try to **promote inclusive activities** and emphasize that the activities are adapted to young people from different groups. Clearly and unequivocally send a message to young people from vulnerable groups that call is open to young people from vulnerable groups and that they will be provided with additional support measures for equal participation.

Reporting

As per usual practice, a narrative report should be submitted to RYCO after the implementation of the exchange. In the case of the RYCO Superschools programme, the narrative report will be done in two phases:

- a) The First Narrative report should be submitted to our Local Program Officers up to 10 working days after the implementation of the exchange.
- b) The Second Narrative Report should be submitted to our Local Program Officers up to 10 working days after the implementation of the second exchange.

The template of the Narrative Report is available online [here](#).

Useful links

1. Thematic resources:
 - a. [“Educating for Intercultural Dialogue, Peacebuilding, Constructive Remembrance and Reconciliation: A Toolkit for Teachers & Trainers in the Western Balkans”](#) - This Toolkit is designed for teachers and trainers who work with adolescents (14-18 years) in formal and non-formal education settings and focuses on education for intercultural dialogue, peacebuilding, constructive remembrance, and reconciliation.
 - b. [“Handbook for International School Projects”](#), Academy of Central European Schools - this is a handbook with good instructions and guidelines to implement school projects - tips and tricks you might find helpful for your work with projects at your schools.

Monitoring and Evaluation

During the implementation of the exchanges it will be requested from the participants to support RYCO in its monitoring and evaluation processes.

The beneficiaries will be required to use online evaluation forms (for both participants and organizers) for their activities. The online forms and additional information regarding this will be provided by RYCO.

Participation in the activities organized within a project shall be recorded through participants and staff lists. These lists need to have at least the following info: name and surname of the participant, ethnicity (optional), Contracting Party, gender, email address, and signature (if it is a physical meeting) including the date, name and venue of the activity. The beneficiaries will need to insert logos and a disclaimer in both participant and staff lists stating that participants allow and agree that these data can be used by the donor of the activity and RYCO.

The beneficiaries will also document all visibility activities (e.g. newspaper articles, TV appearances, campaigns, etc.) and be obliged to send information about visibility activities implemented throughout the project implementation to RYCO on a regular basis, including any communication products produced in the project: leaflets, posters, publications, photos, testimonials, etc.

Visibility Guidelines

The RYCO Visibility Guidelines sets out the minimum requirements for a convenient communication regarding the selected schools and their activities. It also contains rules and regulations for the acknowledgement of the provided support by RYCO.

Visibility is highly important for RYCO because of at least two reasons: firstly, RYCO aims to make a change in the region and it is crucial to assure that the success stories of the awarded exchanges are well spread; secondly, the visibility is also a question of transparency – as RYCO is a governments-funded organization, all interested stakeholders have the right to be informed about its activities and given support. Moreover, keep in mind that visibility is a contractual obligation.

We want to highlight the fact that the requirements specified in this document are the minimum that should be followed in all the cases, but that there can also be specific cases which can be handled on a case by case basis, having in mind the given circumstances and the aim of such visibility actions. If you are implementing exchanges in a special context, please contact RYCO to agree on proper visibility measures.

Visibility is also a question of balance and common sense. Please assure that you avoid the two unacceptable practices in communicating the support of donors and implementing partners. The first is insufficient visibility where the interested stakeholders cannot get any information about the support and the second where there is too much visibility, e.g. presenting the Superschools', donors' and implementing partners' logos on each page of printed materials.

We encourage you to promote your work supported by the RYCO Superschools programme through all available channels thus contributing to the promotion of our cooperation but also to the transparency and accountability of our organization. Furthermore, we want to spur on the regular communication with our Communication Coordinator and Local Branch Offices in order to maximize our communication efforts.

Finally, we highly recommend the use of the local language(s) for communication and visibility purposes. It is not mandatory, but it is recommended when possible, the communication and visibility materials should be followed with an English language version. In case you doubt any part of the Visibility Guidelines, please feel free to contact the RYCO Communication Coordinator for assistance.

Visibility in a Nutshell

- Always indicate the support of RYCO and donors to your organization/institution by displaying the logos of the RYCO Superschools programme, the European Union (EU), the German Cooperation (GC), Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and RYCO and text describing the support by the organizations. Keep in mind that these five logos should always be displayed.
- Present RYCO Superschools to the participants of the supported activities
- Get in contact with RYCO Communications Coordinator for inputs and comments
- Keep in mind the difference between various communication and visibility tools that you are using (official documents, printed, electronic and audio-visual materials, websites, posters, roll-ups)
- When organizing a public event, use it as a powerful tool for visibility
- Use social media and always mention/tag donors in your posts
- Invite media to promote your activities
- Make high quality photographs that tell a story

General Rules for Visual Identification

While implementing the activities you shall use the logos of the European Union, the German Cooperation, GIZ and RYCO and text describing the support by the organizations.

The RYCO Superschools programme also has its own brand identity. The brand identity should be treated as the central visibility element of the programme. Depending on the communication material, the logo should always stand alone. The communication and visibility materials should always respect the brand identity rules. The RYCO Superschools programme uses two versions of its logo and both versions are to be treated equally.



Logos must be displayed in the following order:

EU emblem German Cooperation GIZ RYCO



The EU emblem and the German Cooperation logo will be given equal prominence. Immediately below or beside the EU logo, the EU's financial contribution will be acknowledged with the words "Co-funded by the European Union".

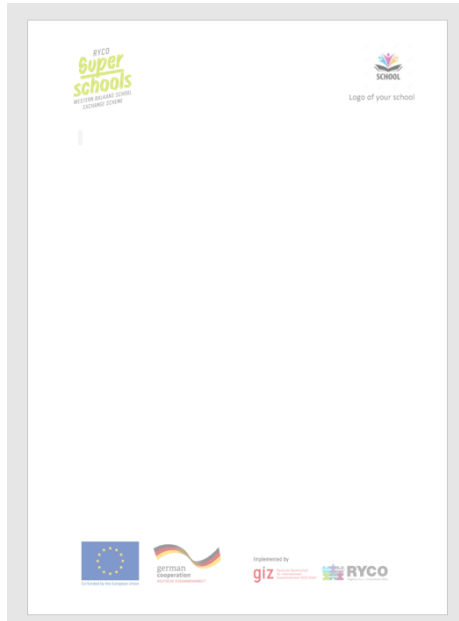
The logos of GIZ and RYCO will be displayed next to or below the donor logos accompanied by the words "Implemented by".

The logos are available for download [here](#) and it is mandatory to consult them before preparing and publishing materials that contain the logos.

Note: EU, GC, GIZ and RYCO logos must be on a white, or very light monochrome background, displayed in the requested order.

Position of logos in all relevant documents: Schools' logos should be in the upper right corner, while in the upper left corner there should be the RYCO Superschools' logo. The size of the school logo should be the same as GIZ and RYCO.

Example:



All the materials (e.g., printed, online, video, etc.) produced within the RYCO Supperschols programme supported by donors must contain, when it is possible and appropriate, the logo of European Union and the German Cooperation, GIZ and RYCO logos and text describing the support by the organizations.

RYCO pays special focus on the quality of materials produced with the support of the organization. For the best quality of materials, beneficiaries, when developing them, should contact RYCO for inputs on design, photo selection, layout, and use of logos of donors and implementing partners. Draft materials must be sent by email for comments or inputs to the RYCO staff at least 5 working days before publishing. RYCO and its partners keep the right to use all the materials created within a supported programme for promotion. All draft materials should be sent by email for comments or inputs to the RYCO Communication Coordinator before publishing.

Visibility materials produced, such as banners, roll-ups and posters, should be displayed at public events. Fliers, brochures, newsletters, and other publications produced within the programme should be handed out to the participants, media, and public. A disclaimer must clearly indicate that the newsletters and other publications concerned do not necessarily reflect the views of the EU, BMZ, GIZ or RYCO.

Rules for Specific Visibility Materials

General visibility rules stated in the previous chapter should always be respected. Anyhow, if the rules for specific visibility materials conflict the general rules, the specific ones should be followed.

Publications, reports, websites, videos and all materials that contain enough space, besides the general rules stated above, should contain the following disclaimer (the exact place of the disclaimer should be decided on a case by case basis):

1. For publications in print or electronic format:

This publication was produced with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) within the RYCO Superschools programme implemented by Deutsche Gesellschaft für Internationale

Zusammenarbeit GmbH (GIZ) and the Regional Youth Cooperation Office (RYCO). Its contents are the sole responsibility of the supported schools and do not necessarily reflect the views of the EU, BMZ, GIZ or RYCO.

2. For dedicated websites and social media accounts of the programme:

This <website/account> was created and maintained with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) within the RYCO Superschools programme implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and the Regional Youth Cooperation Office (RYCO). Its contents are the sole responsibility of the supported schools and do not necessarily reflect the views of the EU, BMZ, GIZ or RYCO.

3. For videos and other audio-visual materials:

This <video/film/programme/recording> was produced with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) within the RYCO Superschools programme implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and the Regional Youth Cooperation Office (RYCO). Its contents are the sole responsibility of the supported schools and do not necessarily reflect the views of the EU, BMZ, GIZ or RYCO.

4. Logos and disclaimer for inventory



Provided with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development.

5. For presentation of the programme to the third parties

RYCO Superschools is a programme for school exchanges in the Western Balkans aiming to support the peacebuilding and reconciliation processes and intercultural learning and dialogue among schools, students and their communities. The programme is part of a multi-donor project “Western Balkans School Exchange Scheme” co-financed by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) together with the Regional Youth Cooperation Office (RYCO).

6. For photographing of participants during joint activities - Declaration of consent to the use of quotes/photos/videos

A person with parental responsibility must have the capacity to give consent to the use of quotes/photos/videos of their children up to 16 years of age, and all participants of that age (and above that age) can sign the declaration of consent by themselves. Parental consent will be sought, with the information provided on how and for what purpose images will be used.

The declaration of consent template will be provided by RYCO’s local branch offices or can be downloaded [here](#).

Schools are encouraged to take photographs and videos during the exchanges. RYCO and its partners should have photo rights to use those photographs/videos.

Social Media

The project is paying a special focus on being present and active on social media. In case your schools have social media accounts, please post at least one post per school per exchange. In case that your schools are not present on social media, please reach out to RYCO.

It is strongly advised that posts are focused on the works and activities realized together by the different institutions and participants (e.g. *Students from school X and school Y have participated together in the workshop today, as a part of the RYCO Superschools programme*).

Always mention or tag RYCO, GIZ, EU in the posts related to the supported project's activities. **Always use the following hashtags in your posts: #WesternBalkans, #Superschools, #RYCO, #GIZ, #EU, #BMZ.**

RYCO is present on the following social media with the following account names:

- Facebook: Regional Youth Cooperation Office – RYCO (www.facebook.com/RYCOWB)
- Twitter: RYCO Western Balkans (www.twitter.com/RYCOWb)
- Instagram: RYCO Western Balkans (www.instagram.com/rycowb)

Local GIZ offices are present on the following social media with the following account names:

- **Albania:** Facebook: GIZ Albania: <https://www.facebook.com/GIZAlbania>
- **Kosovo*:** Facebook: GIZ Kosovo: <https://www.facebook.com/gizpristina>
- **North Macedonia:** Facebook: GIZ North Macedonia: <https://www.facebook.com/gizskopje>
- **GIZ global:** Facebook: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH: <https://www.facebook.com/Deutsche-Gesellschaft-f%C3%BCr-Internationale-Zusammenarbeit-GIZ-GmbH>

EU is present on the following social media with the following account names:

- Facebook: EU Neighbourhood & Enlargement: <https://www.facebook.com/EUNear>
- Twitter: EU NEAR: https://twitter.com/eu_near
- Instagram: EU Neighbourhood & Enlargement: https://www.instagram.com/eu_near/

Media Relations

The media is an exceptionally important stakeholder for the RYCO Superschools programme. It cannot and should not be avoided in conducting a strong image building. The schools and their partners should focus on the local media and invite them to cover important project events. Because of these reasons, we encourage you to build strong connections with them and make a list of media that can support you in your efforts to spread the word about your project.

Usually, media relations are maintained in the two directions – press releases and press visits. Whenever sending a press release or inviting media to an event, please reach out to RYCO for the necessary approval of the press release/media invitation.

When issuing a press release or organizing a press visit, you must include the following background information on the RYCO Superschools programme.

About the Superschools programme

RYCO Superschools is a RYCO programme for school exchanges in the Western Balkans 6 with the objectives to support the peacebuilding and reconciliation processes and intercultural learning

*This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

and dialogue. The program is part of a three-year long multi-donor project “Western Balkans School Exchange Scheme” co-financed by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) together with the Regional Youth Cooperation Office (RYCO). The project has a total budget of €5.5 million and contributes to the overall objective of increasing the skills and knowledge of young people in the Western Balkans by enhancing education systems and promoting cooperation in the region, through establishing a regional school exchange scheme.

About RYCO

RYCO is an intergovernmental organization that stewards and promotes regional and intercultural cooperation of young people within and among six Western Balkans societies. RYCO’s programs focus on creating opportunities for young people to engage in activities that build mutual understanding and reconciliation in the civic, social, educational, cultural, and sports domains. RYCO initiates and participates in policymaking and advocates for reform. It supports the development of a political and social environment that empowers and facilitates youth exchange.

RYCO puts young people at the center of its work and believes that they should be creating a culture of mobility, intercultural exchange, and reconciliation. Young people should also be active contributors to democratic development, social and economic prosperity, and European integration in an increasingly open Western Balkans region. Six Western Balkans societies should be providing proactive support to youth exchange and youth engagement within the region and across the region.

As we are aiming to spread the word about the change we want to make together with your organization/institution, we highly recommend sharing the content made by RYCO about its activities and success stories of its grantees and partners.

Get in contact with the RYCO Communications Coordinator for inputs and comments:
dardane.nuka@rycowb.org

Guidelines on financial rules

The purpose of the guidelines on financial rules is to support partner schools in ensuring sound implementation of their exchanges financed by the RYCO Superschools programme.

Any financial unclarities that arise during the implementation phase of the exchanges that are not covered in these guidelines need to be addressed in written (email) to the respective Local Branch Office, explaining the unclarities, and the guidance will be provided in written (email) within 30 days.

Budget

The approved exchange proposal includes a detailed estimated budget presented in euro per Budget Form. The estimated budget request to RYCO equals the planned expenditure for project activities. The budget for each exchange is the budget jointly planned with RYCO and the mentors following RYCO's guidance.

Expenditures

Expenditures must include the factual costs made exclusively for the implementation of the exchanges:

Direct and indirect management of the expenditures: Two ways of managing the funds

All the costs related to the school exchanges, fall under one out of the two ways of management depending on the nature of the cost concerned:

- Direct **management**: RYCO is going to manage the expenditures directly;
- Indirect **management**: Schools will handle the expenses and make purchases independently following the contractual provisions, these guidelines and RYCO's instructions.

Therefore, while RYCO has provided the funding for a specific exchange program, it is not always directly involved in the day-to-day management. However, RYCO is in charge of contracting most of the project activities and is ultimately responsible for executing the payments.

As explained above, the expenditures related to each exchange will be managed partly by RYCO and partly by the representatives of the respective schools (teacher/s) part of the scheme. For example, the costs of travel and accommodation, subsistence costs, and external expertise, as disclosed in the Eligible Direct Costs and Operational Steps sections below, will be managed by RYCO.

For the goods and services under direct management, RYCO will be directly responsible for all steps:

- ensuring the procurement of goods and/or services;
- signing agreements;
- monitoring project implementation;
- assessing the results;
- making payments;
- assisting the schools with the planned exchange activities organization.

Indirect management costs will include the Activity costs and the costs for equipment, for which schools' coordinators (teacher/s) will receive as advance payment in cash in local currency. This way, the purchase of equipment and payment of the activities cost necessary for the implementation will be implemented by the schools' coordinators. For this purpose, RYCO will disburse the money to be

managed indirectly by the schools, depending on the situation, as advances in tranches and/or by making a direct transfer to suppliers and service providers to each assigned expenditure category as explained in Eligible Direct Costs and Operational Steps sections below.

General Criteria on Eligible Costs

Eligible costs are costs incurred by the schools and RYCO respectively and exclusively which meet the following criteria:

- A. they are incurred during the implementation of the exchange programme;
- B. they are indicated in the estimated overall budget for the exchange programme;
- C. they are necessary for the implementation of the exchange programme;
- D. they are reasonable, justified, and comply with the requirements of sound financial management, in particular regarding cost-efficiency.

Eligible Direct Costs

The funds for the projects are to be managed jointly by RYCO and the school coordinators (teacher/s) as described in the following table:

Types of costs	Description
<p style="text-align: center;">Travel and Accommodation</p>	<ul style="list-style-type: none"> - Travel costs for students and teachers are related exclusively to traveling via minibus/bus during the exchanges from and to each location of partnering schools. RYCO will organize logistic aspects in close cooperation with the school teachers to organize each trip in due time and the exchange plan. RYCO will manage this cost through the service providers contracted throughout the WB6 region for travel and event management services. - Insurance cost: RYCO shall cover travel health insurance costs for all participants. It is an eligible cost only for traveling abroad. RYCO will manage this expenditure through the contracted travel and event management service providers. - Accommodation and meals: Participants' accommodation will also be covered and organized entirely by RYCO regarding participants' necessities and preferences and the approved budget limits. - Visa and administrative costs for traveling within the region are eligible costs, as long as they are necessary to realize the exchange. Visa is an endorsement for pupils and teachers to enter, leave, or stay for a specified period in a place different from their own. Administrative costs include, for example, declarations to the notary for parents' permission for the pupils to take part in exchanges, PCR tests or costs to cover the issuance of passports if needed. Additional administrative costs are likewise eligible, but schools in cooperation with RYCO will further identify them. Costs such as VISA and PCR tests (if needed) will be managed by RYCO throughout the services of the contracted travel and event management providers. However, costs for declarations to the notary for parents' permission and costs for issuance of the passports (if needed and justified) will be managed by schools coordinators throughout the reimbursement procedure in cash.

<p>Subsistence costs</p>	<ul style="list-style-type: none"> - When visiting the partner school under the exchange, teachers are entitled to receive lump sums of 30 € per day, while students receive pocket money of 10 € per day. The allowances for the teachers will be calculated separately for each school in comparison to the number of teachers traveling with a fixed cost of 30 Euro/Day, including the days of departure and return. For Example: 1 teacher x 7 days x 30 Euro/day = 210 Euro per teacher. - In the same way, the subsistence allowances for the students will be calculated separately for each school in comparison to the number of students traveling with a fixed cost of 10 Euro/Day, including the days of departure and return. For Example: 10 students x 7 days x 10 Euro/day = 700 Euro in total or 70 Euro per student. The subsistence costs will be given in EURO.
<p>Equipment</p>	<ul style="list-style-type: none"> - IT Equipment or school equipment supplies should be purchased for the exchanges and the implementation of the respective activities project. The amount planned for equipment may not exceed 1,000 Euro, respectively 500 Euro/School. RYCO will cover the payment for such expenses by providing the advance payment directly to the school's coordinators in cash. - The school's coordinators conduct the purchase, and they should withdraw the original hard copy of the fiscal invoices to the RYCO's Local Branch Office in their respective Contracting Party.
<p>Activity/Program costs</p>	<ul style="list-style-type: none"> - Activity/Program costs include tickets to museums, cultural visits, closing events, and other costs related to the exchange activities. Besides, the lunch for all participants during the exchange (excluded travel days) will be covered by providing 5 euros for each of them. For example, 33 persons * 5 days of exchange * 5 euro. RYCO shall advance the payment for such expenses to the school coordinators, who will need to submit to RYCO a fiscal invoice or coupon. These costs will be considered eligible only if the goods purchased and the services provided are accompanied by a fiscal invoice. Each school shall be solely responsible for the management of such purchases. The maximum amount to be budgeted from schools together with the mentor is up to 1,000 Euro/School, excluding the lunches.
<p>External expertise</p>	<ul style="list-style-type: none"> - After assessing the needs of the programmatic activities to be held during the exchanges, if schools will require an external expert who will conduct, moderate and/or facilitate during the exchanges about the topic of intercultural learning, reconciliation, etc. the maximum amount to be budgeted is 300 Euro/School. An external expert with appropriate knowledge undertakes to give a specialized service as part of a team or alone and is not an internal employee of the schools and RYCO. If there is a need for particular profile expertise that the school has internally and cannot be provided by external capacities, exceptions can be made. In that case, the Local Program Officers in core cooperation with mentors can decide. RYCO will manage this cost entirely by contracting experts/trainers/facilitators and paying them directly. Upon request, RYCO should arrange the contracting and payment of the experts. The contracting modalities are RYCO's responsibility.

Payment and refunding

There will be two types of payment to schools. The first type for covering program costs will need to be justified by fiscal invoices and bills for which schools will receive an advance based on the approved budget. The second type is about subsistence and other costs, which will be lump sums that will be justified by filling the templates provided by RYCO. Depending on the expense, justification forms might be required to be signed by each participant.

In the case that the costs are not in line with the eligibility criteria or expenses planned did not occur so that the schools will have unspent money, RYCO has the right to be refunded from the schools. Schools/Partners cannot benefit financially from the RYCO Superschools programme.

Financial Reporting

Schools are not required to prepare any financial report during the implementation or at the end of the project; RYCO will conduct such a process. However, schools must preserve every invoice and proof of payment for the cost, which must be justified against invoices and submitted to RYCO within the set deadline.

Safety and Protection Guidelines

Introduction

The RYCO Safety and Protection Guidelines are binding for all beneficiaries of RYCO-funded opportunities. These guidelines are especially important to mobility exchanges that engage young people (age 15 - 30) and involve situations where they need legal and safety protection.

Each beneficiary shall follow defined rules and will be responsible for the safety of youth and their own approach of bringing safety rules to life, during all activities implemented (the local and regional ones). Precisely, with these guidelines, RYCO is setting the minimum standards of youth protection and safety and emphasizes the fact that each organizer of activities is obliged to develop their own concrete steps in providing youth protection and safety.

RYCO strongly believes that with clear and high-quality **safety procedures** and responsible planning and organization of activities, potential risks can be mitigated and even avoided.

The ultimate goal is to keep youth safe. These guidelines contain **a set of recommended steps and instructions** on how to **prevent** and **identify** violence/abuse and how to **report** incidents. These tools help to facilitate open communication around this topic as a primary component for enabling a safe environment for all actors involved. Finally, these guidelines provide rules on how safety measures should be integrated into external communication, especially concerning program related interactions.

Each RYCO Local Branch Office, as well as the RYCO Head Office, is obliged to follow these principles, as well as to communicate them to stakeholders and beneficiaries. When we refer to “following the guidelines,” we expect actors to fully adhere to **the principles of human rights and children’s rights and safety procedures**, but also to respect local legislation and laws on abuse (especially child and youth abuse).

The Safety and Protection Guidelines aim to:

- prevent cases of risks and youth abuse or violence of any kind;
- reduce the number of possible incidents within the RYCO supported projects related to youth exchange activities;
- protect and ensure safety for all young people involved in RYCO projects and activities;
- sensitize youth for their rights and their active role in safety and protection during the implementation of activities (especially underage youth);
- inform youth, teachers, co-workers, community members, partners (donors, journalists, governmental authorities, third parties, etc.) about the protection legislation and related procedures (awareness, prevention, reporting, responding);
- encourage RYCO staff and its beneficiaries to improve their skills needed to contribute to each youth’s protection;
- nurture open and honest discussions with beneficiaries regarding quality implementation of the exchanges with a focus on enabling the safety and protection of participants - young people;
- enhance the frequent, secure and transparent communication channels on the safety and protection of participants of RYCO implemented and funded activities/projects.

1. Core values of safety and protection for youth

Young people are particularly vulnerable to marginalization and discrimination on a wide range of grounds, such as *sex, race, color, language, religion, gender identity, sexual orientation, political or other opinions, national or social origin, association with a national minority, property, birth or other status*.

RYCO is committed to providing an inclusive and welcoming environment and positions itself firmly against any discrimination and marginalization. Therefore, it empowers its beneficiaries to speak against these phenomena and when noticed to report them to the respective authority immediately. Every single

person connected to RYCO activities and projects must understand the risks and possible violations of rights, as well as their role and responsibility in protecting and enabling safety for youth.

2. RYCO Guiding Principles on Youth Protection

1. Having zero tolerance for abuse. (Appendix II – What is violence and abuse?);
2. Protecting young people’s rights and their best interests;
3. Placing the young person’s wellbeing as the first priority when dealing with all kinds of identified or suspected cases of abuse;
4. Empowering and educating young people about their rights, personal safety and informing them about steps they can take if there is a problem;
5. Integrating safety and protection (especially for underage youth) into all aspects of our organizational strategy, structures, and work practices;
6. Condemning any kind of violence and discrimination towards people based on ethnic, religious, national beliefs, or sexual orientation;
7. Not supporting or justifying the violation of legal laws in any of the WB6 Contracting Parties during the implementation of the exchange activities, meetups, conferences, workshops, etc.;
8. Not financing any kind of activity that includes the purchase or use of any kind of forbidden substances for participants of RYCO activities. RYCO is not financing nor endorsing any kind of activity that includes the purchase or use of alcohol for participants of RYCO activities;
9. Raising awareness regarding children’s and youth’s safety and its necessity through the work ethic of its staff and through experience and daily work with beneficiaries;
10. Encouraging beneficiaries - project teams to be very responsible and consider all organizational and safety details related to the organization of school exchanges and other programme activities that include young people as participants, especially those that are underage;
11. Condemning any kind of violence and discrimination towards people based on ethnic, religious, national beliefs, or sexual orientation.

3. Safety and protection of youth within RYCO implemented and funded projects and activities

All activities should be planned, organized, and executed, putting young people’s best interests first and benefiting them in the best possible way.

In order to ensure the safety and protection of young people participating in mobility activities organizers are expected to:

- Take into account a young person’s wellbeing and interests in all our activities;
- Respect the rights, wishes, and feelings of young people we work with;
- Protect and promote the human rights of all young people without exception within our activities;
- Denounce any kind of abuse or violence in any kind of situation;
- Inform everyone involved in the RYCO implemented or funded activities that they are obliged to protect young people with whom and for whom they work during the implementation of the exchanges.

In addition to that:

- All suspicious and unsubstantiated claims of abuse must be taken seriously and answered promptly and adequately;
- All actors involved have the responsibility to submit reports on cases where there is objective suspicion of discrimination, violence, or abuse;
- All beneficiaries who conduct activities are obliged to meet at least the minimum standards of safety and protection of young people involved.

4. Organizing project activities within the RYCO Programs - youth exchanges and study visits

What should parents be aware of?

For the overall functioning of safety and protection of youth, especially when organizing youth exchanges (study visits – groups of minors traveling outside of their Contracting Party), it is very important to share responsibility and internally define roles of each participant in the planning and organization of the process. Further, it is essential to establish an internal communication system. Every individual involved in a project team or any activity must be aware of his/her responsibilities and obligations.

Before the implementation of a given exchange, it is essential to inform the parents or legal guardians about the involvement of their children in the project and to introduce them to the main goals and objectives of it.

How should parents be informed on exchanges?

The organizer teams are advised to organize **info sessions within their local communities** (meetings with parental council/parents of young participants of the exchanges). Moreover, frequent communication between organizers of the activities and parents or legal guardians of young people involved is encouraged in order to address any safety concerns. In the info session, Local Branch Offices' representatives are at disposal of the beneficiaries to participate in the dialogue and clarify RYCO safety and protection policy, if necessary.

RYCO encourages youth workers, teachers, parents, legal guardians, and beneficiaries to regularly share experiences with colleagues and with the RYCO team to capture and discuss best practices for ensuring a safe and protected environment for youth in general, within school exchanges, or other specific project activities. They are also welcome to suggest any kind of reliable sources and procedures that can increase the safety of youth.

It is advised to establish cooperation with local institutions responsible for caring and providing various services for the youth. In this respect, it is necessary to establish collaboration with the local unit of the police administration, center for social work, and hospitals.

Persons in charge of activities implementation during exchanges should plan their activities in a way that helps to minimize the risks for young people to suffer any possible harm/abuse. It is recommended that every partner nominates an employee to act as the safety focal point. Ideally, this person is competent and trained in the area of protection of human rights.

It is a good practice to organize training and workshops on safety and protection with the rest of the project team, employees, volunteers, as well as with young people benefiting from the projects.

Adequate supervision of youth (especially underage young persons) by the project team should be provided at all times. The type and level of supervision can vary depending on the general nature of the activities involved, group and individual needs, gender, age, and specific vulnerabilities of young people involved.

Which documents/types of information are needed prior to youth participation in an activity?

Parental legal consent, a written and signed legal consent form by either a legal representative or one parent. **The consent template is provided by RYCO** and filled out and collected by the organizers. This form needs to include:

- General information about the young participant (name, surname, date of birth, place of birth, school of attendance).
- Statement by which the parents or legal guardians agree on having their child as a participant in the RYCO youth exchange in the Western Balkans.
- Details concerning the exchange coordinator and contact person for the activity.

- Consent to medical treatment of a young person if the need arises; after properly informing the parents (guardians) of a health situation requiring treatment.

Medical history information/special requirements for young persons

We strongly recommend organizers to obtain information on medical history/special requirements for young people involved in exchange activities to prevent or reduce the possibility of the risk of any health issue. Such information needs to be obtained prior to the exchange and shared with the host and the activity organizers. The hosts and activity organizer should be informed of any special medical needs, such as medications, allergies, dietary requirements, and prescription glasses or contact lenses.

Young people may have special dietary requirements related to health, religion, or personal preferences. Hosts and activity organizers are invited to encourage participants of exchanges to try new foods, while always respecting their preferences.

How to report and deal with incidents? What are referral procedures?

For all reported incidents which are threatening the safety and protection of the participants or reported youth-abuse incidents, RYCO requires proactiveness and youth's best interest to be priority. In addition, all incidents must be dealt with promptly, and they must be handled in a confidential manner that does not harm the victim or the person reporting the incident or abuse. RYCO suggests to the persons involved in exchange implementation to be proactive and not to miss the identification of signs and symptoms of violence/abuse.

- In case of suspicion or finding out that a young person is experiencing abuse, NEVER try to investigate further on your own. Always seek further advice from the activity organizers and/or accompanying people or from social services. The information should be forwarded to the supervisor, legal representatives, and authorities.
- In the potential case that a young person finds that she/he has been abused or has abused others, do not judge. Try to support a young person. Keep in mind that you are there for them and that you can offer support.
- In case of violence against a young person or by a young person during the exchange activities, the organizer accompanying the young participants during the exchanges should inform parents and RYCO's Local Branch Office and where appropriate, the respective institution/authority.
- In case of suspicion or finding out that a young person is a victim of psychic, physical, sexual, or any kind of violence/abuse occurring outside the exchange activities organized by a beneficiary, the person in charge of the project should inform the police and the center for social work.
- In case of an ongoing procedure investigating suspicion of abuse by a person in charge, a teacher or a person implementing the exchanges, that same person should be suspended until the end of the procedure.
- If there is a reasonable doubt that the person in charge of or implementing the exchanges abused his/her role during the study visit/youth exchange (or any activity during the implementation), he/she should be suspended and removed from further contact with participants, until the end of the procedure for the determination of responsibility.
- In the case of a serious incident, the organizer should contact the local embassy or consulate for further advice and help with any arrangements. RYCO shall be immediately informed if any of the above mentioned cases occur; the person in charge shall contact the Local Branch Office.

Institutions in charge of acting in case of suspected violence and abuse among which there must be effective communication and cooperation are:

- Police services
- Social services
- Health services
- Judicial organs and
- Educational institutions.
- Diplomatic mission (embassy or consulate)

How to communicate to youth the content of the activities that are funded by RYCO?

Communication and Visibility guidelines (also mentioned above) are another aspect of the safety and protection of young people. Besides following the rules of communication and visibility, in order to protect a young person, when communicating and publishing web/social media content or printing materials, here are the measures we require:

- Telling the truth of the story. This means never using manipulated or sensationalized text and/or images, and certainly not employing discriminatory or degrading language.
- Never using images of inappropriately clothed young people.
- Not publicly disclosing a person's last name, personal address, or other information that could be used to locate a person within a territory.
- RYCO will not support any kind of violent communication or act.
- Not publishing health information, unless the family or individual has given us written consent.
- RYCO will not support any kind of violent communication or act.

With all of the above instructions respected and followed, organizers/implementers of activities with youth (especially underage young persons) and individuals featured in promo materials, must ask for the written consent (or their parents or legal guardians) for using their image, personal data or story prior to publication. Consent form will be provided by RYCO Local Branch Offices and it should be signed by all participants in the exchange. For students under 16, consent should be signed by their parents or legal guardians.

In case you need additional information on the rules set out in this document, or you need to report on any broken rule, please contact the RYCO Local Branch Office in your Contracting Party. The contact details of the RYCO Local Branch Office can be found at the RYCO [website's contact page](#).

Youth exchanges during the COVID-19 Pandemic

As COVID-19 pandemic and the measures taken to protect us from it continue to affect life around the globe in unprecedented ways, the safety of our participants remains our highest priority. The COVID-19 outbreak negatively affects ongoing or planned activities of the Regional Youth Cooperation Office, as well.

RYCO is continuously working to adapt safety and protection measures to respond to the health risks imposed by COVID-19 around the Western Balkans region.

It is crucial to be prepared to provide timely updates as necessary and inform participants and organizers of youth exchanges where they can look for additional information or responses to questions. For the work planning and travel within the region, it is necessary to check the COVID-19 related measures across the Western Balkans 6 published by each one of the respective local authorities and the World Health Organizations (WHO).

Regular communication between RYCO and its beneficiaries is encouraged in order to ensure a smooth planning and implementation of activities.

The main goal is to keep young people and other participants safe and healthy during the COVID-19 pandemic.

The following are priority actions for organizers of the youth exchanges towards young people's protection-sensitive responses in the COVID-19 pandemic:

- Organizers of the youth exchanges should include measures to protect young people and participants during the COVID-19 pandemic (providing masks, gloves, etc.);
- Ensure that information, education and communication materials, including information on available services, are produced and displayed with limited text in youth-friendly language;
- Ensure hand-washing stations are available at all locations for organizers and participants are likely to visit during school exchanges;

- Ensure that protection and safety messages are delivered to parents and children and young people in a way that limits panic and distress, reassures, and encourages adherence to health messaging;
- Most importantly, all participants must be able to present the necessary documentation required by each CP in order to enter it while the COVID-19 measures are still in place (vaccination certificate, negative PCR tests, etc.).

Appendix

Appendix I - Risk Assessment Checklist

Risk Assessment Checklist for Organizers

Have I ensured that:

1. All group members are adequately briefed about their responsibilities during the exchange, fully understand their role within the group, and are equipped to deal with emergencies?
2. Accompanying staff have the knowledge and skills to ensure the safety of the young people in their care?
3. All group members have completed the necessary documentation for travel abroad?
4. All group members have copies of their passports and visas (if necessary)?
5. Details of the nominated person(s) who will be available 24 hours a day in case of emergency have been passed to all families, if any, group members, and has been lodged with each school?
6. A list of young peoples' names, together with their accommodation address and the accompanying teacher's telephone number, has been given to both schools' legal representatives?
7. Original copies of all parental (legal guardians) consent forms have been given to the designated person?
8. Both school partners fully meet the requirements to ensure the safety and welfare of the participating young people?
9. Any drivers, couriers, and staff/volunteers employed by any one of the two partner schools or tour operators have been thoroughly vetted?
10. I fully understand the procedures to deal with emergencies in the Contracting Party we are visiting?
11. I have a 24-hour contact number for a senior member of staff in my home Contracting Party should an emergency arise while we are abroad?
12. I have a list of contact details for all parents/legal guardians?
13. I understand the details of our insurance cover and understand how to proceed in an emergency?
14. Arrangements have been made to ensure that young people do not carry large sums of money with them.
15. Do all participants (students and teachers) have all COVID-19 related necessary documents?

Risk Assessment Checklist for Young People

1. Do I know the address and telephone number of the accommodation facility I will be staying at?
2. Have my parents or legal guardians been given this information?
3. Do I have a valid passport (and visa if required) with me?
4. Do I know the 24-hour emergency contact number for my group leader or supervisor in case I have a problem?
5. Do I have a copy of the consent form signed by my parents?
6. Do I know who will be responsible for me during the school exchange visit to the hosting school?
7. Do I know who I will be able to talk to if I am worried or unhappy about anything when I am on my trip?
8. Am I ready for my trip? (or do I have any questions, worries or concerns to clear up before I leave?)

Appendix II - What is violence and abuse?

Definitions of the six main categories of abuse:

Physical abuse is the actual or potential physical harm caused by an action or lack of action, which is reasonably within the control of the parent or person in a position of responsibility, power, or trust. Physical abuse may involve hitting, spanking, shaking, throwing, poisoning, burning or scalding, drowning, and suffocating. It can also mean causing physical harm to a person by fabricating the symptoms of or deliberately causing ill-health to a person. The incidents may be single or repeated.

Sexual abuse is evidenced by activity between a young person and an adult or another young person who, by age or development, is in a relationship of responsibility, trust or power; the activity being intended to gratify or satisfy the needs of the other person. Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not the person is aware of what is happening. The activities may involve physical contact and penetrative or non-penetrative acts. This may also include involving a person in looking at, or in the production of, pornographic material, or encouraging youth to behave in sexually inappropriate ways.

Neglect and neglected treatment is the inattention or omission on the part of the caregiver to provide for the development of the person: health, education, emotional development, nutrition, shelter and safe living conditions, in the context of resources reasonably available to the family or caretakers and which causes, or has a high probability of causing, harm to the person's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

Emotional abuse is the persistent emotional ill-treatment of a person that adversely affects his or her self-perception and development. It may involve conveying to the person that he or she is worthless, unloved, and inadequate, or there only to meet the needs of another person; or imposing inappropriate expectations upon him/her. Acts include restricting movement, threatening, scaring, discriminating, scape-goating, corrupting, ridiculing, degrading, bullying, humiliating (e.g. asking potentially embarrassing questions, demanding potentially embarrassing action) or other non-physical forms of hostile or rejecting treatment.

Bullying or Child-to-Child abuse is abuse, which should be treated with special sensitivity. To work and to have a constructive dialogue with young people who committed violence against his/her peers needs a sensitive and structural approach. This approach needs to enable protection to those young people affected by this abuse – victim, and on the other hand, a support system to a young person - abuser.

Online hate speech is a type of speech that takes place online with the purpose of attacking a person or a group based on their race, religion, ethnic origin, sexual orientation, disability, or gender. Online hate speech is the expression of conflicts between different groups within and across societies.

In case any of the above is witnessed we shall:

- recognize that a young person who has abused another young person differs significantly from adults who have committed similar offenses, as the young person is not fully aware of why he or she has committed abuse and what the consequences are;
- keep in mind that the best interest of the young person is the primary consideration in all decisions made - for both the victim and the abuser.

The above are based on:

- The European Convention on Human Rights (ECHR);
- The Scout Association UK – Safeguarding in Scouting;
- The standards on child protection as defined by the Keeping Children Safe Coalition – Training Toolkit;
- Children International - Child protection policy.

Annexes

1. [Narrative Report Template](#)
2. [Declaration of consent to the use of quotes/photos/videos](#)
3. [Covid-19 template](#)
4. [Template of the List of Participants](#)
5. [Superschools logos](#)