



Smart Navigator Training Manual



The Vanguard Series: Paving innovative ways to combat trafficking and unsafe migration

Smart Navigator Training Manual

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Authors and contributors: Camilla Jordanwood, John Whan Yoon, Amy Collins, Tiffany Tao Joiner, Aimyleen Gabriel and Mandy Yamanis.

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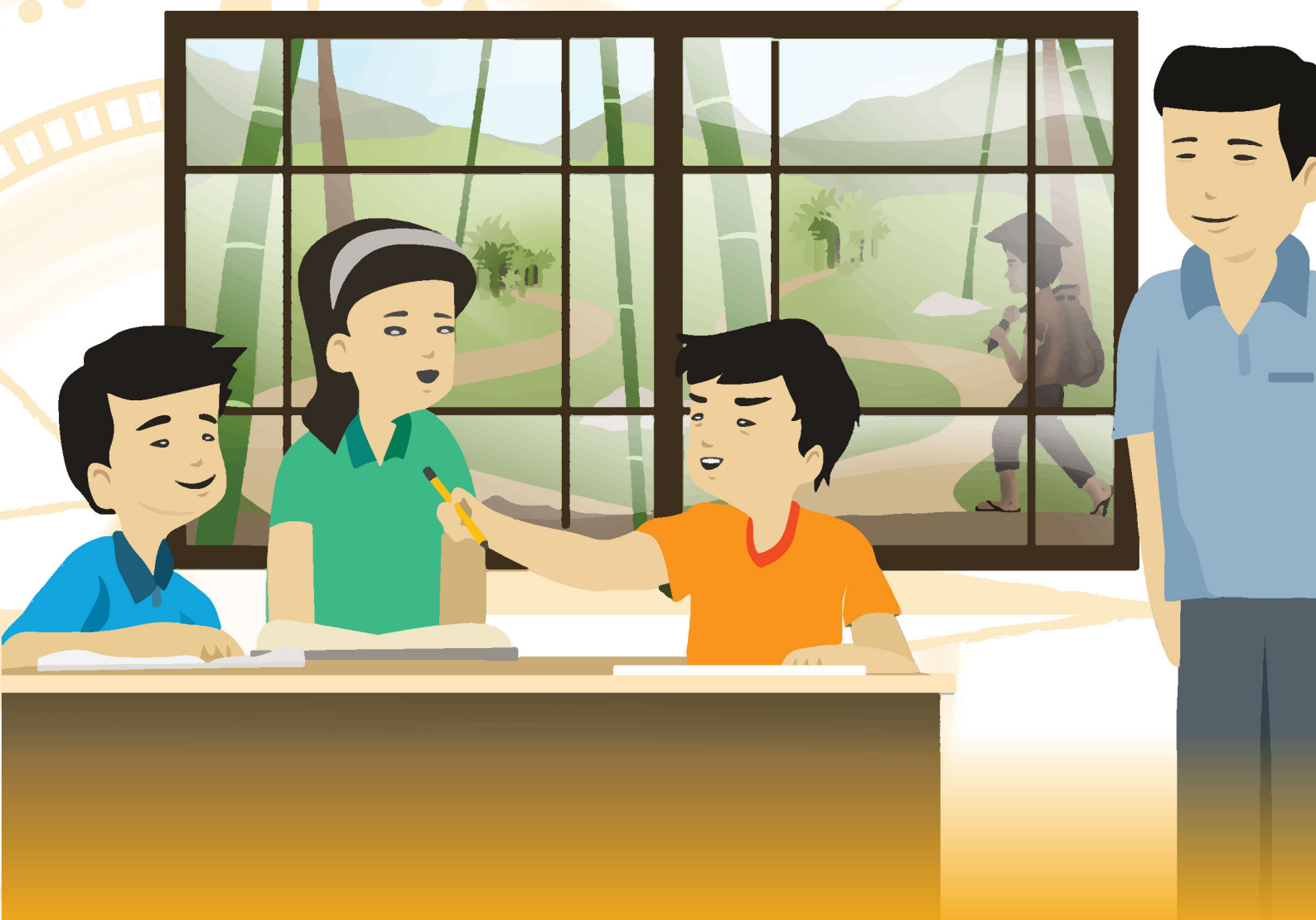
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Smart Navigator Training Manual



The Vanguard Series



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The primary author of the Smart Navigator Toolkit, Camilla Jordanwood, has exhibited an impressive level of dedication and commitment in order to develop a creative and extensive life-skills toolkit that teaches youth about safe migration and the risks of trafficking.

This toolkit was also reviewed and edited by John Whan Yoon, World Vision End Trafficking in Persons (ETIP) Programme Manager; Amy Collins, World Vision ETIP Prevention Project Manager; Tiffany Tao Joiner, World Vision Child Participation and Child Well-Being and Rights Specialist; Aimyleen Gabriel, World Vision Technical Program Manager for Child Protection; and Mandy Yamanis, World Vision Child Protection and Participation Learning Hub.

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My sincere appreciation is dedicated to World Vision and to the ETIP Programme for making this project possible.

Thank you,

Amy Collins
ETIP Regional Prevention Project Manager

Foreword



Human trafficking is a serious crime that affects men, women and children around the world. It involves putting or keeping someone in an exploitative situation, usually for profit. Exploitation can involve situations such as forced or debt-bonded labour, child labour, sexual exploitation, domestic servitude or armed conflict.

The Greater Mekong Sub-Region (GMS) is made up of six countries connected by the Mekong River: Cambodia, China, Laos, Myanmar, Thailand and Vietnam. With limited opportunities for safe and legal migration in the GMS, irregular migration is widespread, creating a fertile breeding ground for the trafficking and exploitation of migrants. While the full scale of human trafficking is difficult to ascertain due to the illegal and often undetected nature of the crime, there is a huge amount of evidence that shows that there are diverse forms of trafficking in the GMS.

GMS governments, UN agencies and many non-governmental organisations, including World Vision, are working hard to combat human trafficking. World Vision's End Trafficking in Persons (ETIP) Programme, a regional anti-trafficking programme, is being implemented from October 2011 to September 2016. Working in and across six countries of the GMS, ETIP is the largest anti-trafficking programme of its kind, and comprises three pillar projects: prevention, protection and policy.

Because World Vision considers children and youth to be important agents of change and upholds the right of children and youth to be directly involved in action to combat human trafficking, ETIP is investing in fun and engaging youth activities. One aspect of the prevention pillar project is the development of youth clubs for youth to get together regularly, to learn knowledge and skills to protect themselves from human trafficking, and also to help spread the message to their friends. This toolkit was designed to enable the most vulnerable youth to develop key life skills, including critical thinking, decision making, effective communication and negotiation, self-management, and life goal planning. These life skills will help youth stay alert and avoid potential dangers when faced with risky situations, such as when traffickers try to deceive them.

We believe that this toolkit has the power to shape young people's lives so that they can protect themselves and their communities from trafficking situations. The youth clubs were designed to carry out these prevention messages sustainably for years to come, and this is the first step.

A handwritten signature in black ink, appearing to read 'Agnes Ting'.

Agnes Ting

Regional Leader – East Asia



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Introduction



Today there are more people on the move for work than at any other point in history. As a result of globalisation, young people from small villages may find jobs thousands of miles from where they were born, in different countries, with different languages and cultures. This mass migration is now an established part of society, and it can bring great benefits. People who migrate can often find better work than at home, and can send home remittances that help their families. They can also learn about the world. However, migration also brings great risks. As the number of people who migrate grows, so does the trafficking industry. It is reported that 20.9 million people are victims of forced labour globally, trapped in jobs into which they were coerced or deceived and which they cannot leave. 56% of these people are from the Asia-Pacific region.¹

Through the Smart Navigator Youth Clubs (SNYC), World Vision intends to contribute to reducing the risk of human trafficking by empowering youth to protect themselves and their peers. The SNYCs are village-level clubs, designed for youth age 12–17², that meet for approximately 75 minutes, once a week or every two weeks. The SNYCs are facilitated by both adults and youth, and follow the Smart Navigator Toolkit. This toolkit helps youth build both knowledge and skills. Youth develop knowledge regarding the dangers of trafficking, and the laws regarding trafficking, and learn concrete steps they can take to protect themselves, such as setting up support networks or learning helpline numbers. At the same time, youth learn life skills to help them build their own resilience. These skills focus on building both youth's internal strengths and their external support systems.³ An SNYC builds on the demonstrated success of the World Vision Peace Club model.⁴ In using a toolkit that works deeply with youth to build skills and knowledge over an extended period of time, youth will learn to create safer futures for themselves.

This is the Smart Navigator Training Manual, which accompanies the Smart Navigator Toolkit. Adult SNYC facilitators are trained in this manual before they return to their communities to facilitate clubs. Youth SNYC facilitators are trained in Part C of this manual (youth SNYC participants do not attend this training). This manual explains how to use the toolkit and helps World Vision staff train the facilitators to build teacher-training skills. When the facilitators return to their SNYC, they will use only the toolkit, which takes them through a step-by-step process of implementation.

¹ International Labour Organisation, 'ILO Global Estimate of Forced Labour' (June 2012), http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_182004.pdf.

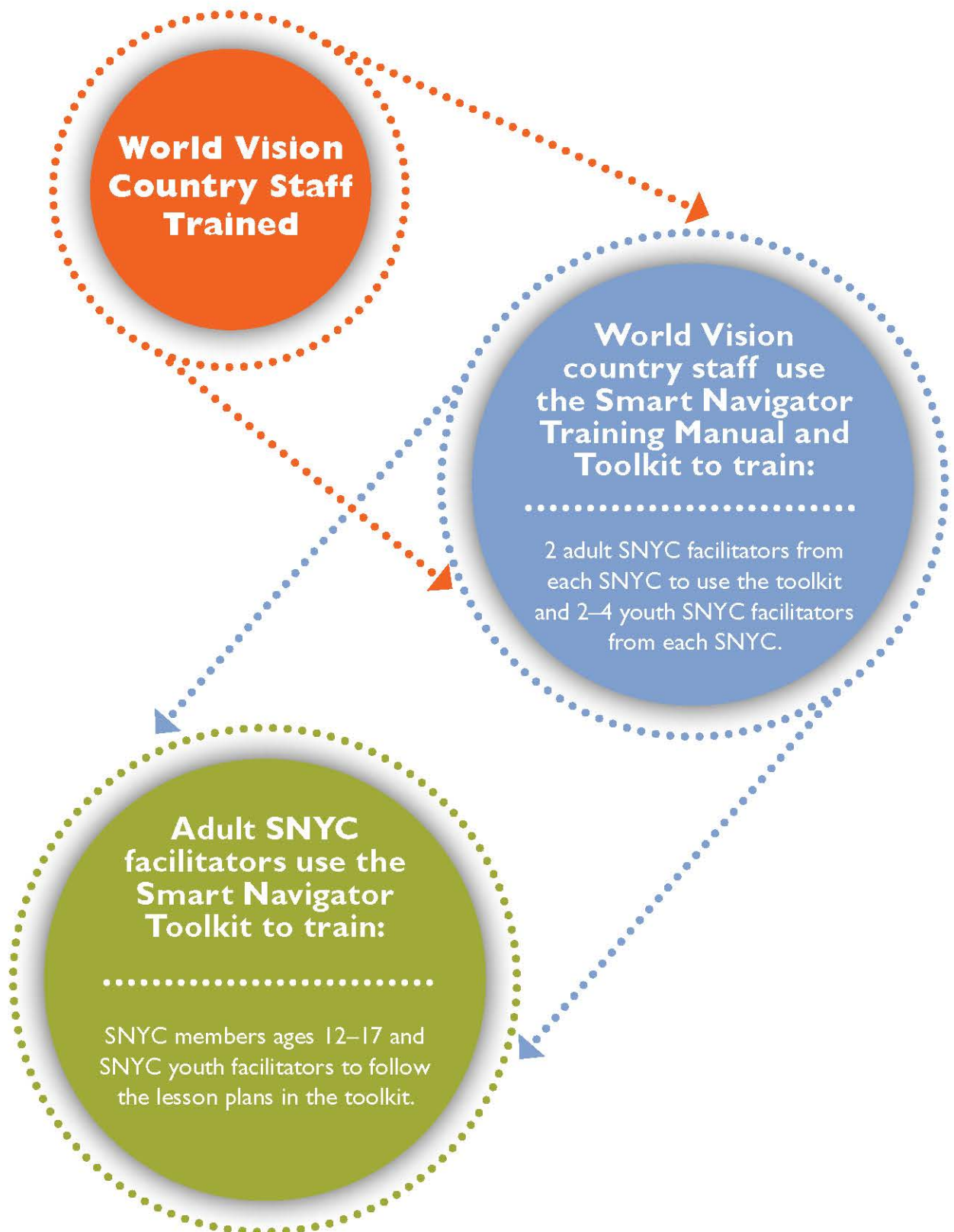
² Although youth aged 12–17 are technically 'children' according to the international United Nations definition, they are referred to as 'youth' in this Manual because they would prefer to be called youth rather than children.

³ The framework for understanding internal and external strengths draws on the research conducted by Search Institute. See '40 Developmental Assets', available at <http://www.search-institute.org>.

⁴ L. Figueroa, B. Forbes and K. Mikailidi, *The Peace Road Curriculum User's Manual* (World Vision International: Seattle, 2011).



Tiered Training



Training Schedule for Smart Navigator Training Manual

World Vision staff train the adult SNYC facilitators to lead and teach the Smart Navigator Toolkit effectively by using the Smart Navigator Training Manual. If possible, World Vision staff should train adult facilitators using the manual over two days. However, if time is limited, it can be offered in a one-day workshop, following this schedule. World Vision staff and adult SNYC facilitators should train youth SNYC facilitators over a one-day workshop as well.

Example One-Day Workshop for Adult SNYC Facilitators	
8.30–10.00	Session 1: How to Set up an SNYC
10.00–11.00	Session 2: Risk Assessment
11.00–11.15	Break
11.15–12.15	Session 3: Features of the Smart Navigator Toolkit
12.15–1.15	Lunch
1.15–1.45	Session 4: Monitoring the Smart Navigator Toolkit
1.45–2.15	Session 5: Relationships with Youth
2.15–3.15	Session 6: Facilitation Skills: Working with Youth
3.15–3.30	Break
3.30–4.30	Session 7: How to Facilitate Discussions
4.30–5.30	Session 8: How to Address Sexual or Disturbing Content

Example One-Day Workshop for Youth SNYC Facilitators	
8.30–10.00	Session 10: Introducing the SNYC to Youth Facilitators
10.00–11.00	Session 11: How To Lead Warm-Up Games
11.00–11.15	Break
11.15–12.00	Session 12: How to Help Youth Who Have Trouble Reading
12.00–1.00	Lunch
1.00–2.00	Session 13: How To Help Facilitate Small Group Discussions
2.00–3.00	Session 14: How To Build Connections Between Club Participants

Training Schedule for Smart Navigator Toolkit

After training the adult SNYC facilitators using the Smart Navigator Training Manual, World Vision staff train the adult SNYC facilitators to lead and teach the Smart Navigator Toolkit. If possible, World Vision staff should train adult facilitators over three days. The youth SNYC facilitators would not participate in this training.

Example Training Schedule

Day 1

Morning
<ul style="list-style-type: none">• Vocabulary• Session 1: Introducing Our Club• Session 2: Thinking About Our Lives• Session 3: What Is Trafficking? What Is Migration?• Session 4: Trafficking Can Happen Anywhere• Session 5: Gender Discrimination Places Women and Girls at Risk of Trafficking• Session 6: The Impact of Drugs and Alcohol in Trafficking
Afternoon
<ul style="list-style-type: none">• Session 7: Trafficking for Child Labour and Labour Exploitation• Session 8: Trafficking for Sexual Exploitation• Session 9: Don't Be Tricked!• Session 10: The Convention on the Rights of the Child

Day 2

Morning
<ul style="list-style-type: none">• Session 11: Trafficking Laws and Rights• Session 12: Documented Migration• Session 13: Speaking Up (Communication Skills)• Session 14: Good Listening (Communication Skills)• Session 15: Emotions and Thoughts (Emotional Management Skills)• Session 16: Managing Our Emotions (Emotional Management Skills)

Afternoon

- Session 17: Trafficker or Not?
- Session 18: Internet Safety
- Session 19: Decision-Making Skills
- Session 20: Learn More
- Session 21: Asking Questions

Day 3

Morning

- Session 22: Using the Safe Migration Checklist
- Session 23: Keeping Safe on the Journey
- Session 24: Once You Arrive
- Session 25: What to Do If You Are Trafficked
- Session 26: Reflection, the Path to Safe Migration

Afternoon

- Session 27: Sharing What You Know with Others
- Session 28: Community Action – Step 1
- Session 29: Community Action – Step 2
- Session 30: Community Action – Step 3
- Session 31: Community Action – Step 4



Part A

**Setting Up
a Smart
Navigator
Youth Club**



Session I: How to Set Up an SNYC



Objective

Participants will learn the steps of establishing a Smart Navigator Youth Club (SNYC).



Time

90 minutes



Supplies

- Copy of the toolkit for each participant
- A diary and pen for each participant
- A box in which to lock the diaries
- Flip-chart paper and markers
- A photocopy for each of the participants of:
 - » IS 1a: Search Institute's 40 Developmental Assets
 - » IS 1b: Checklist: SNYC Workshop
 - » IS 1c: Checklist: Good Adult Facilitators
 - » IS 1d: Checklist: Good Youth Facilitators
 - » IS 1e: Checklist: Vulnerable Youth
 - » IS 1f: Checklist: SNYC Location



Participants

2–3 adult facilitators from each SNYC



Facilitator

WV country staff who have attended the End Trafficking in Persons (ETIP) Smart Navigator Toolkit training

.....



Introduction

Read the Introduction of this manual (page 1) aloud to the group.

Then explain that SNYC is an acronym for the Smart Navigator Youth Club. The Smart Navigator Toolkit is a book for all of the adult facilitators that explains how to run the sessions of the SNYC.



Instruction: What Is a Smart Navigator Youth Club?

SNYC

This is the abbreviation for the Smart Navigator Youth Club.

Facilitator

This is a person who helps to lead an activity, in this case the activities of the SNYC.

Session

A session is a lesson plan to follow during the 75-minute club meeting. There are 31 sessions in total for the SNYC, found in the SYNC toolkit. Most clubs meet every two weeks and complete one session in each meeting.

IS

IS is short for *information sheet*. These are part of the toolkit. They are usually sheets with information about the session or activities that participants will complete, like directions for a role play. Some contain illustrations that SNYC facilitators will use during the activities, and some contain information that facilitators will read aloud. Often, SNYC facilitators will be directed to photocopy the IS for use during a session.

Smart Navigator Booklet

Children in the SNYC are given Smart Navigator Booklets that summarise the most important information in the toolkit. During the training, the adult facilitator should hold onto the participant booklets and pass them out when needed so that the youth participants do not forget them. At the end of the training, the participants will keep the booklets.



Activity: Reflecting on Internal and External Assets

Give each participant a diary and a pen. Explain that a diary is a book in which you can write or draw about your life. It is used with youth throughout the toolkit. Explain that a key aspect of the diary is that no one except the writer can read it and the diaries are locked in a box when they are not in use.

Ask participants to spend 10 minutes writing in their diaries. Ask the SNYC adult facilitators to think back to their own youth. Ask them to consider how they became the people they are today. Ask them to think about internal assets. Internal assets⁵ are individual strengths. Examples include positive identity, commitment to learning, positive values and social skills. Ask participants to think about how they learned these.

Then, ask them to think about external assets. *External assets* are the aspects of a community that support a person. Examples include families, friends and community, school, and religious or youth organisations. Did participants have any of these external assets when they were growing up? Did these external groups help or hinder them? How?

When they have finished, allow them to close their diaries. Do not ask them to share what they wrote.

Explain that Search Institute is an organisation that for years has been conducting research into the factors that help young people to grow into healthy, caring and responsible adults. It has identified 40 developmental assets. Hand out photocopies of the assets sheet. Search Institute developmental assets are divided into external and internal assets. The toolkit is designed to help youth develop both internal and external assets to help them reduce their risk of being trafficked. As the process for establishing an SNYC is discussed and participants are introduced to the toolkit, try to identify the ways in which the clubs and the toolkit build internal and external assets for youth over the course of the training.

How to Set Up an SNYC

Explain that the following list describes the steps of setting up an SNYC. Each step is described in more detail below.

- Recruit adult SNYC facilitators (responsibility of World Vision staff).
- Develop a response plan to be followed by adult SNYC facilitators if a youth reports physical or sexual abuse (responsibility of World Vision staff).
- Recruit youth SNYC facilitators according to criteria on the checklists (responsibility of World Vision staff and adult SNYC facilitators).

⁵ The framework for understanding internal and external strengths draws on the research conducted by Search Institute. See '40 Developmental Assets', available at <http://www.search-institute.org>.

- Train youth SNYC facilitators (responsibility of World Vision staff and adult SNYC facilitators).
- Recruit SNYC youth participants according to the criteria on the checklist (responsibility of World Vision staff and adult SNYC facilitators).
- Conduct a workshop in the SNYC community with parents/caregivers, youth and SNYC facilitators (responsibility of World Vision staff and adult SNYC facilitators). At the workshop:
 - » finalise toolkit topics
 - » decide on the SNYC schedule
 - » identify a location for the SNYC.
- Conduct a risk assessment with all SNYC youth participants, explained in Session 2 of this manual (responsibility of World Vision staff and adult SNYC facilitators).
- Administer the pre-test to all youth participants before the first session.

Community Relationships

Explain that World Vision has decided to start an SNYC in this community because World Vision already has a strong relationship with this community.

Recruitment of Participants and SNYC Facilitators

Explain that each SNYC has two adult facilitators. Being a facilitator of an SNYC is challenging and rewarding. It requires a long-term commitment and a dedication to working with youth.

Adult SNYC Facilitators

Explain that while there is no formula for describing the perfect adult SNYC facilitator, the following characteristics are desirable:

- A person who gets along well with youth and whom youth like. A person who can build relationships with youth.
- A person who has had experience or training in working with youth.
- A person who is able to work with various members of the community and is liked and respected by members of the community.
- A role model that youth can look up to.
- A person who has the energy to keep running the group for all the sessions and can motivate others to keep attending.
- A person who is responsible enough to prepare for the sessions.
- A person who will follow World Vision's child protection policy.
- A compassionate person who does not judge others.

Explain that once you identify a potential adult SNYC facilitator, you must conduct a background check. You must check with members of the community who have known this person for at least a year to make sure that he or she has never hit or injured a child and

has never had any sexual contact with a child. This person should not have a criminal record or be an alcoholic or drug user.

World Vision Cambodia had particular success working with facilitators ages 30–40, who were young enough to connect with the youth but old enough to have some experience. But older or younger people can also be great facilitators.

Adult SNYC facilitators use the toolkit to lead the SNYC sessions.

Youth SNYC Facilitators

Explain that youth SNYC facilitators are trained as part of the SNYC to help adults run the SNYC and build connections with local youth. Youth facilitators should be over the age of 15. World Vision recommends selecting up to four youth to act as youth SNYC facilitators in each club. It is important that youth SNYC facilitators are chosen for their personalities rather than only for their skills. For example, an SNYC should not select a youth who has very good marks in school but has no friends, or a youth who is very bossy. The SNYC should be a fun place where youth come because they want to. If the youth SNYC facilitators are well-liked youth, it will help to make the club more popular. Here are some of the characteristics and skills that make a good youth SNYC facilitator:

- A youth who is respected by peers.
- A youth who others look up to and who is a positive role model.
- A youth who is kind and does not bully or ridicule others.
- A youth who has volunteered before.
- A youth who has enough time to attend all the sessions. Do not select a youth facilitator who is already overworked by supporting his or her family at home.
- A youth who can read.

Ideally, the youth should have links with the kind of youth participants you are hoping to recruit. For example, if the SNYC wants youth from a specific ethnic minority to attend, then it may help to recruit a youth SNYC facilitator from that community.

If you cannot find all these characteristics and skills in a youth, think about which are the most important within your community and whether the candidate may learn some of them through facilitating.

What Is the Role of Youth SNYC Facilitators?

Explain that the youth SNYC facilitators can attend a one-day training led by World Vision staff and SNYC adult facilitators following the Smart Navigator Training Manual before the SNYC begins.

Youth SNYC facilitators:

- Help facilitate discussions whenever the session breaks into smaller groups.
- Pair with youth who have difficulty reading or writing so that the youth SNYC facilitator can write down their ideas.
- Facilitate the warm-up activities at the start of the session.

- Visit youth who have missed a session to see why they stopped coming.
- Help persuade other youth to attend.
- Will always be paired with an adult facilitator and will never teach alone.

Explain that youth SNYC facilitators can receive 'stars' for attending, as do other participants (the star system will be introduced in Session 3). If youth SNYC facilitators have done a good job and attended most of the sessions, they are eligible to attend the full training for facilitators for the next cycle. Older youth SNYC facilitators may even be selected to take on the role previously held by an adult facilitator.

SNYC Participants

Explain that WorldVision is a child-centred organisation with a focus on the most vulnerable children and youth. These youth are also likely to be at greatest risk of trafficking or unsafe migration. For these reasons the WorldVision staff should recruit vulnerable youth to attend the SNYC. Staff should make an effort to recruit:

- Youth who are not able to attend school, or attend sporadically.
- Youth with physical disabilities.
- Youth from minority groups.
- An equal number of boys and girls.
- Youth who have been identified as vulnerable.
- Youth who have siblings under the age of 21 who have already migrated or begun to work.
- Youth who are stateless.
- Youth who are members of different religions or who are not religious.

Do what you can to include youth with disabilities, as they are often some of the most vulnerable. Discuss how to include them and adapt the way the group is run to get the most out of this experience.

At the same time, World Vision recognises that the SNYCs operate under constraints in certain environments. If the government insists that all life-skills programmes are taught within schools to youth who currently attend school, then the SNYC must work within these constraints. However, whenever possible the SNYC must make an effort to recruit youth from the groups listed above.

Participation in the SNYC must be voluntary, and World Vision staff should ensure that youth are not being forced to attend by their parents.

Develop a Response Plan

Some country offices may already have a Level 1 Child Protection Incident Preparedness Plan (L1 CPIPP) that includes a detailed plan to respond to incidences of abuse. Ask the child protection officer in the office if an L1 CPIPP exists. Otherwise, WorldVision in-country staff should put together a response plan that describes how World Vision staff members will respond if a child reports that he or she is being physically or sexually abused.

This response plan should include:

- A description of the procedures to be followed if a child reports abuse, including detailed descriptions of the roles of relevant World Vision staff or partner NGOs in this process.
- A description of how World Vision will explain the response plan to the child in question.
- The telephone numbers of relevant World Vision staff or partner NGOs who will take action to protect a child who reports abuse.
- A means to offer immediate protection to a child who reports abuse in order to prevent retaliation by the abuser.
- Links to local counselling services.

The outline of the response plan should be inserted into the toolkit by World Vision staff, as Appendix B.

Next, hand out the photocopies of 'IS 1c: Checklist: Good Adult SNYC Facilitators'; 'IS 1d: Checklist: Good Youth SNYC Facilitators'; and 'IS 1e: Checklist: Vulnerable Youth' (these are included at the end of this session).

Assure participants that World Vision understands that they may not be able to find facilitators or youth with all these qualities. Ask participants to read through the checklists. Ask:

- Could you use these?
- What would the barriers be to using these, and how could these barriers be overcome?



Activity: Recruiting Vulnerable Youth

Divide participants into groups of 6–8 people. Give them a piece of flip-chart paper and some markers. Ask them to list the most vulnerable youth, ages 12–17, in their communities. Ask them to consider youth who are vulnerable due to:

- work
- sexual activities
- illness
- access to education
- likeliness to migrate
- gender
- poverty
- physical violence
- family situation.

Next, ask them to list:

- places where they often see these youth
- other NGOs or groups that work with these youth
- the youth's daily schedules.

Bring all the participants together in a circle and ask:

- Would you be able to reach these youth with youth clubs?
- Are there factors in their lives that would stop them attending a club?
- Is there anything you could do to address these factors?
- In the community, who could help you to address these factors?
- What kind of support would you expect from the community?

List the answers that people give. When they are done, tell participants that if any of these seem helpful to them, they should write them in the notes section at the end of their Smart Navigator Toolkit.

SNYC Workshop

Explain that once participants and SNYC facilitators have been recruited, World Vision staff will organise a workshop attended by parents or caregivers, youth participants, adult and youth SNYC facilitators, and any key community members who could help the club. At the workshop people will discuss the establishment of the club and introduce the toolkit.

Hand out the photocopies of 'IS 1b: Checklist: SNYC Workshop' and 'IS 1f: Checklist: SNYC Location'. Ask participants to read through the checklists.

Explain that during this workshop World Vision staff, parents and youth should work together to:

- Discuss the toolkit content and decide if there are any topics that the parents or youth think are inappropriate for this age group or should be taught only to older youth.
- Decide on the SNYC schedule. Each session should last for 75 minutes, but SNYC facilitators should also allow a little extra time so that they can complete the self-monitoring forms and answer questions from participants after the session. The sessions can be scheduled to occur once a week, twice a month or as a series of one-day workshops; however, twice a month is ideal. The stakeholders at the workshop should choose a schedule that fits participants' lives.
- Discuss possible links with existing groups in the community. For example, if another youth club exists, the SNYC may wish to establish links with it. Or if participants in an SNYC know nothing about sex and need an explanation in order to be able to understand the session 'Trafficking for Sexual Exploitation', they might want to partner with a non-governmental organisation (NGO) that works in contraception and ask it to lead a session.
- Identify a location for the SNYC to take place, using 'IS 1f: Checklist: SNYC Location'.
- Explain the Risk Assessment found in Session 2 of this manual and obtain consent from parents to let their children take part.

- Parents and youth should sign consent forms to take part in the Smart Navigator Toolkit, found on page 4

Administer the Pre-test

Explain that the pre-test should be given after a youth club has selected a venue, and recruited members, but before the first session. The purpose of the pre-test is to measure the change in the youth's knowledge and behaviours that result from the training. For this reason the test is administered before the first session.

We expect that youth in the club will not know much about these topics before they begin this training. We do not want youth to feel upset or embarrassed about not knowing the answers to the questions, for this reason it is very important that facilitators explain the purpose of the test to the youth and read the introduction to the test.

This test is intended to assess how much youth know about the subject. It is not intended to test how good they are at reading or writing. If there are participants in the group who have difficulty reading or writing, the facilitator can read the questions to youth and write down their responses for them.

Store all the completed pre-tests in a safe place. You will need to compare them with the post-tests again at the end of the training.

Session Summary

These are the steps to setting up an SNYC:

- Establish the SNYC in a community in which WV already has a relationship and has conducted an assessment of community strengths and challenges.
- Develop a response plan to be followed by SNYC facilitators if a youth reports physical or sexual abuse.
- Recruit adult and youth SNYC facilitators according to criteria on 'IS 1c: Checklist: Good Adult SNYC Facilitators'; and 'IS 1d: Checklist: Good Youth SNYC Facilitators'. Recruit SNYC youth participants according to the criteria on 'IS 1e: Checklist: Vulnerable Youth'.
- Conduct a workshop in the SNYC community with parents/caregivers, youth and the SNYC facilitators to:
 - » finalise toolkit topics
 - » decide the SNYC schedule
 - » identify a location for the SNYC.
- Conduct a risk assessment with all the SNYC youth participants, explained in Session 2 of this manual.
- Administer the pre-test to all youth participants before the first session.

IS 1a: Search Institute's 40 Developmental Assets

40 Developmental Assets® for Adolescents (ages 12–18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring and responsible.

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbours.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school and in the neighbourhood.
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.

23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensibility and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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IS Ib: Checklist: SNYC Workshop

The following groups of people should be invited to attend the SNYC workshop:

- parents/caregivers
- youth (the future participants of the SNYC)
- any key community gatekeepers (members of the community who are interested in helping the SNYC and whose support would encourage parents/caregivers to send their youth).

Ensure the following steps are achieved at the SNYC workshop	✓
Give a brief summary of the toolkit content to stakeholders.	
Decide if there are any topics that the parents or youth think are inappropriate for this age group or should be taught only to older youth.	
Decide on a schedule for the group. The needs and schedules of the youth should be the main concern and should determine the schedule.	
Identify partners in the community. For example, NGOs that could offer additional relevant trainings or existing youth groups.	
Parents/caregivers sign consent forms to allow their children to participate in the Smart Navigator Toolkit training and the Risk Assessment.	

IS Ic: Checklist: Good Adult SNYC Facilitators

World Vision Staff can use this checklist to help identify good SNYC facilitators.

Preferred qualities for an adult SNYC facilitator	Yes	No
Has sufficient time in their schedule to prepare for and run SNYC for a year		
Gets along well with youth – a person who can build relationships with youth		
Experience or training working with youth		
Able to work with various members of the community		
Liked or respected by members of the community		
A role model that youth can look up to		
A high level of commitment to facilitating the SNYC		
Can motivate youth to attend		
Responsible enough to prepare for the sessions		
A person who will follow World Vision's child protection policy		
A compassionate person, who does not judge others		
Has never physically or sexually abused a child (ensure you have conducted a background check)		

IS Id: Checklist: Good Youth SNYC Facilitators

Preferred qualities for a youth facilitator	Yes	No
A well-liked youth		
A positive role model		
Kind and does not bully or ridicule others		
Has experience volunteering in the past		
A youth who has enough time to attend all the sessions; be careful that you do not select a youth facilitator who is already overworked supporting his or her family at home		
A youth who can read		
A youth who comes from the same culture as the participants; for example, if the participants are migrants from Myanmar, choose a youth who is also a migrant from Myanmar		

IS 1e: Checklist: Vulnerable Youth

SNYC participants should include	Yes	No
Youth who are not able to who attend school, or who attend sporadically		
Youth with physical disabilities		
Youth from minority groups		
An equal number of boys and girls		
Youth who have been identified as vulnerable		
Youth who have siblings under the age of 21 who have already migrated		
Youth whose siblings under the age of 21 already work		
Youth who are stateless		
The SNYC does not discriminate according to religion; youth who are members of different religions or who are not religious can join the SNYC		

IS 1f: Checklist: SNYC Location

Ideal qualities for a youth club location	Yes	No
Large enough for at least 25 participants		
Protected by cover from rain and sun		
At least one wall in order to hang images and flip-chart paper during the session		
Space for the participants to sit in a circle on the ground and to play the warm-up games (Desks and chairs are not necessary, but it is not a problem if the room has them, as long as there is also space to sit on the floor.)		
A location in which youth can speak openly without being overheard by people outside the club		
A location in which participants feel comfortable and welcomed		

Session 2: Youth Participation Risk Assessment



The purpose of this session is to assess the threats and vulnerability of youth who are involved in youth clubs. World Vision staff, with help from the adult SNYC facilitators, should conduct the risk assessment at the start of each club. The steps for conducting it are below.

The risk-assessment and mitigation process will help to achieve the following objectives:

1. Identify potential risks to youth who participate in the Smart Navigator Youth Club.
2. Develop a risk-mitigation plan.

These activities will mainly assess risks related to the following three major areas of a young person's life:

- Educational development: Impacts on the education of youth, including school attendance and homework.
- Social development: Impacts on the relationships of youth with other youth, youth and adults in their families and communities, including discrimination from those who may not approve of the youth's attendance.
- Security: Impacts on the personal safety of youth while participating in club activities, including threats from sex and labour traffickers.

It is paramount that the risk-assessment tool be used in accordance with proper and accepted ethical practices, so that any potential negative impacts on youth are accounted for and effectively addressed.

In accordance with this, these guidelines should be followed:

1. Prior to conducting this session, obtain written consent from the young person's parent or guardian that allows the youth to participate in the risk-assessment process. Explain that the purpose of the risk assessment is to help youth understand their own safety and to help World Vision to improve its support to youth club participants.
2. Inform participants about the purpose of the assessment and how the results will be used.
3. Ensure the participants that the findings will remain confidential and that they do not have to answer any questions that make them uncomfortable.
4. Inform the participants that some personal information will be asked during the risk-assessment process. If participants are uncomfortable with these questions, the questions should be skipped entirely.

5. During the risk-assessment process the participants' reactions should be closely monitored. If at any time a youth participant appears distressed or upset, skip the question at hand or, if needed, stop the process entirely. It is important to meet with the participant as soon as possible to discuss his or her reaction and provide emotional support as deemed appropriate – including referral to a trained counsellor if needed. In accordance with World Vision's Child Protection Policy,⁶ abusive situations or incidents that are shared should be reported immediately.

Risk Assessment



Objective

To assess the risk level of individual participants and the group to participate in youth clubs.



Time

45 minutes



Supplies

- Flip-chart paper
- Sticky notes
- Pencils
- Copies for all participants of:
 - » IS2a: Consent Form for Youth Participants
 - » IS2b: Consent Form for Parents or Caregivers of Youth Participants
 - » IS2c: Risk Assessment Tool



Participants

Participants in the SNYC Club



Facilitator

WV country staff who attended the ETIP SNYC training

Note: Before beginning this session, ensure that the parents or caregivers of each youth participant have signed 'IS 2b: Consent Form for Parents or Caregivers of Youth Participants'.

⁶ The policy is available as Appendix A of the Smart Navigator Toolkit and online to World Vision staff at <https://www.wvcentral.org/HEA/HEA Test Library/Child Protection Policy and Required Standards.doc>.



Activity

Welcome the children to the session. Explain that today we will be thinking about ways to make sure that youth can take part in the youth clubs without suffering any negative consequences.

Hand out the consent form. Read it aloud and ask participants to read and sign the form. If children are unable to read, you can read the form to them individually and then ask their permission to write their name at the end.

Ask children to form groups of 6–8 people. Give each group a large piece of flip-chart paper. Explain that today we are going to try to anticipate possible risks of participating in youth clubs. Explain that the first step is thinking about risks related to education.

Start by explaining the definition of risk. Risk is a situation involving exposure to danger. Explain that possible risks that could arise from participating in youth clubs can be grouped into three categories: (1) risks to our education or work, (2) risks to our relationships in the community, and (3) risks to our personal safety.

Note: Some club members may not be in school and are working, fulltime or part time. Explain that even though a particular risk has not occurred in the past, it doesn't mean that it is not a risk or the risk of it occurring is low.

Explain that they will create a mind map of possible risks to education. Ask the youth to draw a circle in the middle of the first piece of paper. Youth should write possible risks to education on sticky notes and place them in the middle of the circle.

As they work, read the following list of questions to prompt them to consider different risks. Explain that if they think the answer to this question is 'No, there is no risk of this', they should not include it on the mind map. If they do think there is a risk, they should write the full answer on a sticky note and place it on the mind map. For example, 'Risk of missing school because of attending the youth club'.

Questions

Do you think taking part in the club will:

- Make you miss school?
- Make you drop out of school?
- Make you unable to finish your homework?
- Make you fall behind in your studies?
- Make other students look down on you or be angry with you?
- Make teachers look down on you or be angry with you?
- If you are working, will it make you miss work and reduce your income?

Next, hand each group another piece of flip-chart paper and ask the groups to create a second mind map by drawing a large circle on the flip-chart paper. Explain that this time we will be evaluating the risks related to our relationships in the community. Remind them that each risk should be written on a sticky note and placed in the circle.

As they work, read the following list of questions to prompt them to consider different risks. Remind them that if there is no risk, they should not write it on the mind map. If they do think there is a risk that they should include, they should write the full answer on a sticky note and put it on the mind map, for example, 'risk of people thinking you are a bad boy or bad girl'.

Questions

Do you think participation in the youth club will:

- Make people in your community angry with you so that they speak badly of you?
- Make people in your community angry with you so that they try to hurt you?
- Make the police, village leader or people involved in crime angry with you?
- Make your parents angry with you?
- Make people think you are a bad boy or bad girl?
- Make other young people feel as though they are left out or don't belong?
- Make other young people envy you?

Finally, ask each group to take out a third piece of flip-chart paper and create a mind map about risks related to personal security. Remind the groups that each risk should be written on a sticky note and placed in the circle.

Again, as they work, read the list of following questions to prompt them to consider risks. Remind them that if there is no risk, they should not write it on the mind map.

Questions

- Is the club or club activities located in a dangerous area?
- Is the club or club activities in a location too far from your home?
- Will you experience physical attack on the way to participating in the club?
- Will you be harassed or intimidated because you are participating in club activities?
- Is there any risk of petty crime (like robbery) on the way to or at the club?
- Is there any risk of vehicle hijacking on the way to the club?
- Are there any other risks that you would add?

The next step is to ask participants to place the risks on a matrix:

Likelihood and Severity Matrix

	Highly Likely	Likely	Unlikely
Highly Severity			
Medium Severity			
Low Severity			

Explain what the word likelihood means by explaining whether a risk is highly likely to happen, likely to happen or unlikely to happen. Then explain what severity means, and the difference in high, medium and low severity. Severity is measured by how intense or harsh the risk is on a scale of high, medium and low.

Once you have explained the terms likelihood and severity, tell the participants to place all of the risks that they have written on the sticky notes on the flip chart based on how likely they are to happen and how severe they are. The most severe and the most likely risks would be placed in the top left box.

Once participants have identified which risks are most likely and most severe, the next step is to create a mitigation plan for those risks that participants placed in the orange and red boxes.

Take the sticky notes that are placed in the red and orange boxes off the matrix and place them on a separate piece of flip-chart paper. Look at each of the risks that were identified individually and ask the participants to think about what they should do if they are faced with each risk situation. Discuss and document a plan for what to change in the implementation of planned activities to reduce those risks. In order to document this plan, the facilitator together with the youth can fill in 'IS 2c: Risk Assessment Tool'. Once the Risk Assessment Tool has been completed, make sure that it is kept on file and reviewed at the end of the club cycle. If there are any significant risks that are highlighted during this exercise, it is imperative that they are elevated to World Vision staff for response.



IS 2a: Consent Form for Youth Participants

- In this session, we will discuss issues in your lives that might put you at risk if you choose to take part in this youth club. These risks are discussed in order to keep you safe.
- During the risk assessment there are questions about your lives. The answers you give will provide information for a report about risks, but your information will be kept confidential.
- Your participation in this risk assessment is voluntary. You can stop at any point.
- During the assessment you can answer only the questions that you want to. If you do not want to talk, you may remain silent. You may choose to stop entirely at any moment.
- If, during the course of this training, you reveal information that leads the facilitator to believe you are in an abusive or dangerous situation, the facilitator will immediately report this to appropriate World Vision authorities.



I have read and understood the information above.

I choose to take part in the risk assessment.

I understand that I can stop at any point.

Name

Date

Signature



IS 2b: Consent Form for Parents or Guardians of Youth Participants

- In this session the group will discuss issues in your child's lives that might put them at risk if they take part in this youth club. Talking about risks helps to identify them. These risks are discussed in order to keep your child safe.
- Your child's participation in this risk assessment is voluntary. Your child can stop at any point.
- The answers given by youth and adults may be included in the final report written about these risks, but they will remain confidential.
- During this risk assessment your child can answer only the questions that your child wants to. If your child does not want to talk, your child can remain silent.
- If, during the course of this training, your child reveals information that leads the facilitator to believe your child is in an abusive or dangerous situation, the facilitator will immediately report this to appropriate World Vision authorities.



I have read and understood the information above.

My child can take part in the risk assessment.

I understand that my child can stop at any point.

Name

Date

Signature

IS 2c: Risk Assessment Tool

Adapted from the WV Risk Assessment Tool in the WV Child Protection Risk Assessment for Child Participation Activities document

Date:	Project:	Name of person/s completing this assessment:
<p>Description of parameters of the youth club: (Who and how many will participate, including adult supervision, location, frequency and duration of club events, and so on)</p>		
<p>Description of the type of activities of the youth club: (What sorts of activities will be held? Club meetings, youth-led activities such as local prevention campaigns and so forth)</p>		
<p>Description of current context of the youth club and community in which the participants live: (Include the role of the CPA group and its support to the youth club, if applicable)</p>		
<p>Description of youth consulted:</p>		

Possible risks (to youth participating in the youth club)	Likelihood of risk occurring (very likely: 3; likely: 2; unlikely: 1)	Severity of consequences (high : 3; medium: 2; low: 1)	Risk management plan
Example: Some youth will walk to the club location; during that travel they could be physically or sexually assaulted	2	3	<p>1. Ensure that club activities do not end late in the evening so that any youth walking to and from home to the club are not walking in the dark</p> <p>2. Ensure that those involved in the club live at a reasonable distance from the club location so they do not have to travel far</p> <p>3. Arrange for youth to return home in groups and, if possible, to be accompanied by adult supervisors</p>
<p>Other comments/referral:</p> <p>Note any concerns you think should be passed up to World Vision staff.</p>			

Notes