

The background is a solid blue color with various abstract geometric and organic shapes. A prominent DNA double helix is visible, winding across the frame. There are also sharp, angular shapes resembling stylized mountains or architectural structures. A series of small, light blue dots forms a curved path. The overall aesthetic is modern and scientific.

**Part C**

# **Facilitation Skills**



# Session 5: Relationships with Youth



## Objective

Participants will learn that understanding youth's development, building strong relationships and knowing their own limits are important skills for SNYC facilitators.



## Time

30 minutes



## Supplies

- A copy of the toolkit for each participant
- A photocopy of
  - » IS 5a: Case Study, Sheet 1
  - » IS 5b: Case Study, Sheet 2 for each participant



## Participants

2–3 adult SNYC facilitators from each SNYC



## Facilitator

WV country staff who attended the ETIP SNYC training

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## Instruction: Development, Relationships and Limits

Read the following section aloud to the group. Encourage participants to ask questions as you go along.

### Understand Teenagers' Development

Explain that teenagers go through big changes in their lives between the ages of 12 and 17. Their bodies change, and as this happens, they experience strong emotions because of the

hormones that cause these changes. They can be happy one day, extremely sad the next and in love the day after. Teenagers also experience complicated emotions because they are preparing to take responsibility for their own lives. They often want to be independent but worry about how they will support themselves, if they will ever fall in love or if they will build their own family. Being a teenager is confusing!

A good SNYC facilitator understands that teenagers feel strong emotions, and listens without judging or laughing at the teenager.

### **Build Relationships**

Ask participants to think back to their years in school. Ask, 'Was there one teacher that you liked more than the others? Was there a teacher that you still think of today who had a positive impact on your learning?' Ask participants to close their eyes for a minute and think about that teacher.

Now, ask whether participants had a good relationship with that teacher. Good teaching involves more than just knowing the subject matter; it involves building relationships. SNYC facilitators should try to find something they like about every member of the SNYC. Facilitators should try to learn about youth's families and remember the names of their friends.

Explain that SNYC facilitators should stay at the SNYC for 10 minutes after the session is over; remind youth that they can use that time to discuss something with the facilitator if they wish. If an SNYC participant looks upset, the SNYC facilitator should ask if he or she wants to talk. Remember, however, because of child protection rules SNYC facilitators should never be alone in a room with a youth. The SNYC facilitator can still talk to the youth where no one else can hear, but there has to be someone in the room who can see them.

If an SNYC member stops coming, the facilitator should ask his or her friends if that member is OK. If possible, SNYC facilitators should go visit the youth's home to find out why he or she stopped coming.

### **Know Your Limits**

Explain that SNYC facilitators should know their own limits. This means SNYC facilitators should recognise situations that they cannot solve. SNYC facilitators can help youth learn the skills to improve their lives and migrate safely. But, SNYC facilitators cannot do everything. Here are some helpful tips:

- *Do not try to be a doctor.* If an SNYC member is sick, SNYC facilitators can refer the person to a clinic but cannot give his or her medicine or medical advice.
- *Do not try to be their parent.* If an SNYC member is homeless, SNYC facilitators can refer the person to an NGO but cannot allow him or her to move into a facilitator's own home.

- *Do not try to be a police officer.* If a youth has been hurt or is being hurt by a parent or another person, call the World Vision supervisor on that day, and then follow the procedure in the response plan in the toolkit. SNYC facilitators should not approach the family alone.
- *Be professional.* Build relationships with youth but remain professional. For example, SNYC facilitators should not tell youth about their own love relationships. It is good to socialise with the SNYC participants as a group, but SNYC facilitators should not go out alone with a single SNYC member. Remember, SNYC facilitators should be friends and good role models.
- *Recognise the limits of your own knowledge.* The best teachers often say, 'I don't know the answer to that, but I can find out.' If the youth participants ask a question the facilitator can't answer, the SNYC facilitator should be honest and explain that he or she doesn't know. The facilitator should follow up by asking a person who does know or looking up the answer on the Internet. By doing this the SNYC facilitator will help youth participants to get accurate information and will be modelling how to research.



## Activity: Understanding Youth

Divide participants into groups of 6–8 people. Give each group a copy of 'IS 5a: Case Study, Sheet 1' and ask the group members to read each study and then discuss how each story makes them feel.

After about ten minutes, give them 'IS 5b: Case Study, Sheet 2' and explain that these stories describe the hidden lives of the youth they just read about. When they have read them, ask them to discuss the following questions:

- How could I help youth like this?
- What can I do to make it easier to work with youth like this?

## Session Summary

- SNYC facilitators should understand that teenagers experience extreme emotions and that this is a normal part of development.
- SNYC facilitators should build positive relationships with youth participants to promote learning and attendance.
- SNYC facilitators should know their own limits and:
  - » not give medical advice
  - » not allow youth to move in with them
  - » follow the response plan if youth report abuse
  - » be professional
  - » be honest if they do not know the answer to a question.

## IS 5a: Case Study, Sheet 1

A is a member of a youth group. He is a tall boy and towers over the others. He is very loud and often threatens other youth. He frequently interrupts and seems always to be angry. He is not an easy boy to work with.

B is a teenage girl. Sometimes she comes to the group and participates, but other times she spends the entire time drawing pictures in her diary. She doesn't seem to be listening, and you feel that when she draws she is being disrespectful. Sometimes she doesn't come at all, and this also makes you angry.

M is a joker. He doesn't seem to take anything seriously. He sits in the back of the group and pretends that he is 'too cool' to take part in activities. He flirts with all the girls. He tries to make other youth laugh at you. Over all, he makes you feel nervous.

## IS 5b: Case Study, Sheet 2

A is hiding it, but he can barely read. He has been kept out of school a lot to help his family. He is afraid other youth will find out that he cannot read, and they will tease him. His father is an alcoholic and hits his children when he is drunk. A learned to be tough when his own father hit him, and now he tries to threaten others before they threaten him.

B is going through adolescence and experiences swings of emotion. There is a boy in the group that she likes, but he ignores her. When she found out that he was in love with her friend, B was devastated. She couldn't talk to her family or any of her friends about this. She went to the river one night and considered drowning herself.

M's family is poor, and every single one of his older brothers has already migrated. He is afraid they are working on the Thai fishing boats, since he never hears from them. He would like to take your advice, but he does not think he will be able to since his family is so poor and he has no control. That is why he tries to undermine what you are saying with jokes.



# Session 6: Facilitation Skills: Working with Youth



## Objective

Participants will learn and practise facilitation skills for working with youth.

Participants will reflect on how they have changed specific behaviours in their own lives.



## Time

30 minutes



## Supplies

- A photocopy of 'IS 6a: Presentation Skills' for each participant
- A copy of the toolkit for each participant



## Participants

2–3 adult facilitators from each SNYC



## Facilitator

WV country staff who attended the ETIP SNYC training

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## Instruction

Encourage participants to ask questions as you go through the following material.

### Youth Need to Move

Explain that youth have a lot of physical energy. It is very hard for young people to sit still for long periods of time. Until the age of 18, a child's brain is growing very fast, and studies have shown that a child needs to keep moving to build the brain.

Ask if anyone can remember sitting in a classroom while a teacher talked and talked for hours? Say, 'Did you stare out the window and wait for the minutes to pass until the class

was over?' It is important that youth participants are not bored in the SNYC or just waiting for it to be over.

The toolkit is designed to keep youth active. Every session begins with a game and includes an activity that gets youth to do something by playing or working in a group. The toolkit also includes sections in which the SNYC facilitator explains information to the youth. At these times SNYC facilitators should not talk for too long. If the SNYC becomes boring, participants will stop coming.

### **Youth Listen If You Talk with Energy**

Explain that when SNYC facilitators talk to the youth participants, they should try to put energy into their speech. SNYC facilitators should try to be interesting. Some ways facilitators can do this include:

- walking around the room as they talk
- moving hands while talking
- looking participants in the eye
- making jokes (but do not laugh at participants)
- having fun.



### **Activity: Presentation Skills**

Ask participants to find a partner. Give each participant a copy of 'IS 6a: Presentation Skills' and ask the participants to read it. Then ask each participant to take out his or her copy of the toolkit and turn to Session 13 titled 'Speaking Up (Communication Skills)'. Ask participants to take a minute to read the introduction to themselves. Then ask them to try to read the introduction to their partner, remembering to use the 'Presentation Skills'. Once they have tried, ask them to look at the list, and together with a partner decide which skills they used and which were more challenging. Partners should be supportive, not judgemental. Next, ask the partners to switch roles and repeat the exercise.

When both partners have had a turn, ask them to repeat the entire activity.

After everyone in the group has had at least two turns, ask the participants to join together as a group, and ask:

- How did it feel to do this activity?
- Which skills were easy to use?
- Which skills were difficult?
- Why were they difficult?
- Did you feel you improved the more you practised?
- Did anyone develop any personal tricks that made it easier that you would like to share with the group?





## **Instruction: Speaking Up, Opinions, Relating to Youth's Lives, Violence or Humiliation**

### **Youth Need to Speak Up**

Read the following section to participants. Encourage them to ask questions.

UN Convention on the Rights of the Child (CRC) says that youth should have the right to voice their opinions on issues that affect them. Youth in Asia are traditionally expected to be quiet, to do what adults say, not to ask questions or question authority. But nowadays youth need to learn how to speak up to protect themselves from the tricks of traffickers. It is very important that SNYC facilitators encourage youth to speak up and share their opinions.

### **Youth Can Form their Own Opinions**

Explain that the toolkit tries to get youth to change their behaviours so that they delay migration, and migrate more safely when they do go. Studies have shown that people are more likely to change behaviours when they feel they have made the choice independently.

SNYC facilitators should try to provide opportunities for youth to form their own opinions. The toolkit will give facilitators information. SNYC facilitators should try to use the games and activities to allow youth to use this information to make up their own minds on these issues.

### **Learning Should Relate to Youth's Lives**

Explain that people learn best when the subject they are learning is relevant to their own lives. SNYC participants need to realise that trafficking is a real danger and that it happens to youth like themselves.

A good SNYC facilitator continually tries to link the lesson to the real situation in the community or in youth's lives. As SNYC facilitators teach, they should keep considering how to do this. SNYC facilitators should remind youth participants that the toolkit uses case studies taken from real stories of youth who live in communities like their own.

### **Violence or Humiliation**

Ask participants to close their eyes and to think back to a time at school when a teacher hit or humiliated them. Ask them to remember what they thought or felt at that moment. Ask, 'Were you thinking about the subject that the teacher was discussing, or were you consumed by the feelings of sadness or anger that resulted from the way the teacher hurt you?'

Explain that some adults believe that hitting, humiliating or laughing at youth will force them to learn. This is not true. Studies show that this kind of physical or mental abuse has the opposite effect. It makes youth feel emotions that get in the way of learning. Explain that a good SNYC facilitator:

- does not hit or physically hurt youth in any way
- does not ridicule youth
- does not humiliate the youth in any way (for example, a facilitator should not tell youth to stand facing the wall or to sit away from the group as a punishment)
- does not publicly compare participants (for example, a facilitator should not say that one participant is 'very good' and another student is 'very bad'. If you do this, the 'bad' participant may stop coming to SNYC).

Moreover, World Vision has a strong Child Protection Policy, included as Appendix A in the toolkit, which prohibits adults from hitting or hurting youth in any way.

## Session Summary

SNYC facilitators should:

- encourage youth to be active in the SNYC
- talk with energy
- encourage youth to speak up
- encourage youth to express real opinions
- relate sessions to youth's lives
- use positive discipline, and never hit, hurt or humiliate youth.

## IS 6a: Presentation Skills

**Walk around the room as you talk**

**Ask questions**

**Use hand gestures to make the meaning clearer**

**Relate sessions to participants' lives**

**Look participants in the eye**

**Make jokes (but do not laugh at participants)**

**Have fun**

# Session 7: How to Facilitate Discussions



## Objective

Participants will learn how to facilitate a discussion.



## Time

60 minutes



## Supplies

- A photocopy of
  - » IS 7a: Discussion Role Play cut into individual cards
  - » IS 7b: Facilitating Discussions' for each participant
- A bag



## Participants

2–3 adult facilitators from each SNYC



## Facilitator

The WV country staff who attended the ETIP SNYC training

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## Instruction

Explain that the toolkit encourages youth to discuss the issues affecting their lives. Discussion groups are used throughout the toolkit.

Explain that this session is about learning techniques to help facilitate discussions. Read the following to the participants.

## How to Facilitate Discussions

- *Include quiet participants.* Observe the group. If someone is not talking, gently ask what his or her opinion is on this topic. Do not force participants to talk, but invite them if they are willing.
- *Limit overtalkers.* If one participant does all the talking, politely suggest that he or she give others a chance. For example, wait until the participant is at the end of a sentence and say, 'Thanks for that. Sorry to stop you there, but we have limited time. Can I ask if anyone else has an opinion on this?'
- *Rephrase.* You can help keep the discussion moving by rephrasing what someone just said and asking if others agree or disagree. For example, 'She just said \_\_\_\_\_. Do you agree?'
- *Listen.* If you really listen to what youth say, they will be more willing to talk. You can also think of relevant questions that will help the discussion.
- *Ask lots of questions.* These should be questions about what youth think and believe, not just questions that test knowledge of facts. Example of questions about what youth think or believe include:
  - » 'What do you think are some reasons youth leave school?'
  - » 'Do you think you could use these checklists in your own life? Why or why not?'

A question about knowledge is:

- » 'Name a common destination country for trafficking.'

In the Smart Navigator Toolkit there are many questions about thoughts and ideas.

## Responding to Difficult Statements

Explain that sometimes a participant will offer an opinion that is contrary to the values of World Vision or the goals of this toolkit. For example,

'School is useless. It is better to get a real job in a factory at age 14.'

As the SNYC facilitator it is important to address this opinion. The first step is to ask if anyone else in the group disagrees. The next step is to ask questions that encourage the participant to reconsider; for example,

'What kind of skills do good factory jobs need?'

'Do people who have a higher level of education receive higher salaries?'

Then the SNYC facilitator can gently offer the position of World Vision, and the reason behind this position, for example,

'We think that school is important. It allows you to build skills, build friendships and improves your life. It opens the door for future job opportunities, as most jobs require an education. It often means that you can get a better paying job when you

are older. It also allows you to learn how to read and understand contracts. Also, it is illegal for youth age 14 to work as fulltime employees in factories in our country.'



## Activity: Facilitating Discussions

Divide participants into groups of eight. Give each participant a card from 'IS 7a: Discussion Role Play'. Then give each group a photocopy of 'IS 7b: Facilitating Discussions'. Explain that you are going to do a role play of a discussion and that each participant should act as instructed on the card he or she received. Explain that some people may have been instructed to be a little rude and that everyone needs to remember they are just acting. The person with the facilitator role card should try to use the techniques given in 'IS 7b: Facilitating Discussions'.

The facilitator should choose one of the following topics to discuss:

- popular movies
- popular music
- foreign food
- famous sports people.

Explain that the idea is to discuss subjects that are not related to trafficking, so that the participants can focus on facilitation skills.

Explain that the groups should discuss one topic for about five minutes. When they are finished, the individuals put the cards in a bag, mix them up and choose new ones. (If someone gets the facilitator card twice, he or she should put it back in the bag and take a different card.)

The group should repeat this three or four times to allow participants a chance to take on different roles.

When they are finished, ask the participants to join together as a group. Ask:

- How did it feel to do this activity?
- Which skills were easy to use?
- Which skills were difficult?
- Why were they difficult?
- Did you feel you improved the more you practised?
- Did you develop any personal tricks that made it easier? Would you like to share them with the group?

## Session Summary

Strategies for good facilitation:

- include quiet participants
- limit overtalkers
- rephrase what participants said
- listen
- ask a lot of questions about youth's opinions
- present the position of World Vision when participants offer opinions contrary to the values of World Vision.



## IS 7a: Discussion Role Play

*(Note that some cards are included twice)*

You are the facilitator.

You talk too much, dominating the discussion until the facilitator tells you politely to stop. Then stop. Only do this once.

You are shy. Do not talk unless asked.

You are shy. Do not talk unless asked.

You keep talking to your neighbour.

You make a statement that is against the beliefs of World Vision. Only do this once.

You engage normally in the discussion.

You engage normally in the discussion.

## IS 7b: Facilitating Discussions

### How to Facilitate Discussions

- **Include quiet participants.** Observe the group. If some participants are not talking, gently ask them their opinion on this topic. Do not force them to talk, but invite them if they are willing.
- **Limit overtalkers.** If one participant does all the talking, politely suggest that he or she give others a chance. For example, wait until the participant is at the end of a sentence and say, **‘Thanks for that. Sorry to stop you there, but we have limited time. Can I ask if anyone else has an opinion on this?’**
- **Rephrase.** You can help keep the discussion moving by rephrasing what someone just said and asking if others agree or disagree. For example, **‘She just said \_\_\_\_\_. Do you agree?’**
- **Listen.** If you really listen to what youth say, they will be more willing to talk. You can also think of relevant questions that will help the discussion.
- **Ask lots of questions.** These should be **questions about what youth think and believe**, not just questions that test knowledge of facts. Example of questions about what youth think or believe include:
  - » ‘What do you think are some reasons youth leave school?’
  - » ‘Do you think you could use these checklists in your own life? Why or why not?’
 A question about knowledge is:
  - » ‘Name a common destination country for trafficking.’

# Session 8: How to Address Sexual or Disturbing Content



## Objective

Participants will learn how to address sexual or disturbing topics.



## Time

60 minutes.



## Supplies

- A toolkit for each participant



## Participants

2–3 adult facilitators from each SNYC



## Facilitator

WV country staff who attended the ETIP SNYC training

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## Instruction

Encourage the participants to ask questions about the following material.

Explain that trafficking is an extremely upsetting issue and includes a range of human rights abuses. In order to alert youth to potential dangers of trafficking, this toolkit includes stories and topics that may be distressing to participants.

Explain that these are some strategies to help facilitators be sensitive when discussing these issues.

## **Work with Parents/Caregivers**

Explain that the toolkit advises that SNYC facilitators meet as a group with parents/caregivers and youth to discuss the toolkit at the workshop before it begins. In this meeting SNYC facilitators should inform parents/caregivers of the topics that are covered in the toolkit and ask if there are any topics that the parents/caregivers do not want their children to study. All of these subjects will help youth to protect themselves, but the SNYC will not teach a session topic to a youth if the parent or caregiver objects. The SNYC also seeks the approval of parents/caregivers before discussing these topics, asking them to sign consent forms.

## **Age - or Experience-Appropriate**

Explain that the toolkit is designed for youth ages 12–17. However, Session 7: 'Trafficking for Child Labour and Sexual Exploitation' from the toolkit might not be appropriate for younger youth. World Vision works with youth from a wide range of life circumstances with a focus on the most vulnerable youth. In some cases there may be youth participants in the SNYC who have already had experiences more common to adults. An example of this would be an SNYC that works with 13-year-old children who sell sex. In a case like this, the SNYC facilitator may decide that it is important to cover this session even though the youth are still young because it addresses issues that are important in their lives. However, a different SNYC working in a conservative religious community may decide to teach Session 7 only to youth above the age of 16 or not at all. The adult SNYC facilitator must make this decision in conjunction with the parents.

The SNYC facilitator may also choose to separate the groups by gender for Session 7 to avoid embarrassment and to allow the two groups to speak more honestly.

## **How to Talk About Sensitive Issues**

Many of the topics in the toolkit are difficult to discuss. SNYC facilitators need to be able to talk about these topics calmly and sensibly. As SNYC facilitators, it is important that they examine their own feelings regarding these issues. They need to be able to talk about sex, commercial sexual exploitation of children (CSEC) and trafficking without laughing nervously or becoming emotionally upset during the sessions.

The SNYCs in China will work with youth who live in boarding schools and may have very little knowledge of sexual intercourse. These SNYCs should partner with another local NGO working in either contraception or in HIV prevention. This partner NGO can then visit the SNYC to offer an additional session explaining the basics of sexual intercourse to older youth (ages 15–17) so that they can better protect themselves in the future.



## Activity: Discussing Difficult Topics

Explain that this activity focuses on some of the difficult topics in this toolkit.

Read aloud each topic from this list:

- Youth who work in brothels.
- Youth who are sexually abused by parents.
- Youth who are beaten by parents.
- Youth who are trafficked by parents.
- Youth who take illegal drugs.
- Parents who drink too much.
- Empowering women.
- Youth who sometimes disagree with adults in order to be safe.
- Youth who break the law when they illegally migrate.

As you read each topic, ask the participants to arrange/rank themselves in a physical line according to the criteria below. So, for example, if a participant felt very comfortable discussing youth who work in brothels, that person would stand at one end of a line, whereas a person who felt very uncomfortable discussing this subject would stand at the other end of the line. For each topic on the IS, they would rearrange themselves twice based on the criteria below, depending on how they felt.

Uncomfortable discussing ←————→ Comfortable discussing  
Controversial in the community ←————→ Not controversial in the community

Then ask the groups to come together and discuss the following questions:

- Did the order change with each category?
- Were there any topics that were uncomfortable for youth to discuss and also very controversial in the community?
- What would you do in a situation like this?
- Would you focus on the needs of the child or the opinion of the community?
- Is it possible to help the child without upsetting the community?
- If so, how?

## Session Summary

- The toolkit discusses sexual and disturbing topics.
- The SNYC seeks the approval of parents/caregivers before discussing these topics, asking them to sign consent forms.
- SNYC facilitators may decide to teach only the older youth Session 7: 'Trafficking for Child Labour and Sexual Exploitation' in the SNYC.
- SNYC facilitators may decide to divide the participants into separate groups of boys and girls when they teach Session 7.
- SNYC facilitators should be able to discuss difficult or sexual topics in a calm, unemotional tone.

# Session 9: Child Protection in the SNYC



## Objective

This section draws on the recommendations of World Vision's *Guidelines for Preventing and Responding to Children in Distress*.<sup>7</sup> Participants will learn how to respond to youth in distress and will be introduced to the key features of the World Vision Child Protection Policy, included in the toolkit. However, this session is not designed to substitute for the Child Protection Policy, which all SNYC facilitators should be required to sign before beginning to volunteer at the SNYC.



## Time

60 minutes



## Supplies

- A toolkit for each participant



## Participants

2–3 adult facilitators from each SNYC



## Facilitator

WV country staff who attended the ETIP SNYC training

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## Instruction

### Responding to Youth in Distress

Explain that the sensitive subjects discussed in this toolkit may cause youth participants to become upset. If a youth begins to cry during the session, the SNYC facilitator should not tease the youth or tell the youth to stop. The SNYC facilitator should not ask the participant

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<sup>7</sup> This is available for World Vision staff on wvcentral at: [https://www.wvcentral.org/community/cwbr/Documents\\_03/CPA Project Model/Life Skills and Resilience Resources/Preventing and Responding to Distress in Child Participation 24 Jan.doc](https://www.wvcentral.org/community/cwbr/Documents_03/CPA Project Model/Life Skills and Resilience Resources/Preventing and Responding to Distress in Child Participation 24 Jan.doc).

why he or she is crying but should simply allow the youth to cry. If it feels appropriate, the facilitator may comfort the youth with a hand on the shoulder or allow another youth to do so. The SNYC facilitator should follow up with the youth after the session.

If a youth participant wishes to leave in the middle of the session because she or he is upset, allow the participant to leave, and follow up with him or her later.

Explain that during the course of your work as an SNYC facilitator a youth participant may reveal that he or she has been a victim of child abuse. If this happens, the SNYC facilitator needs to take action.

Child abuse is described as any time a child is physically or sexually abused by an adult. The SNYC facilitator may find that:

- A youth becomes upset by one of the topics in the session and later confides that an adult is abusing him or her.
- A youth admits that an adult is abusing him or her (this can occur as a youth begins to trust a facilitator)
- The SNYC facilitator may witness a youth being abused by an adult.

Explain that whenever a youth says he or she is being abused, an SNYC facilitator should take it seriously. Do not dismiss the youth's story or act as if you think the youth is lying. Youth seldom lie about abuse. However, the SNYC facilitator should also not take individual or impulsive action. Whenever a youth reports abuse, SNYC facilitators should follow the response plan of the World Vision country office, which appears in the toolkit as Appendix B.

### **Child Protection Guidelines**

This section is based on the World Vision Guidelines for Implementation of Child Protection Standards, November 2012.<sup>8</sup>

Explain that adult SNYC facilitators need to sign the World Vision Child Protection Policy in their country. SNYC facilitators need to read the Child Protection Policy, Appendix A of the toolkit, carefully and make sure they understand what is expected of SNYC facilitators.

This session explains some of the key issues in the Child Protection Policy and what they mean for the SNYC.

Explain that World Vision defines children as anyone under the age of 18, and therefore, all SNYC participants are 'children'.

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<sup>8</sup> This is available for World Vision staff on wvcentral at: [https://www.wvcentral.org/visionfund/Internal Resources/Guidelines for Implementation of Child Protection Standards.doc](https://www.wvcentral.org/visionfund/Internal%20Resources/Guidelines%20for%20Implementation%20of%20Child%20Protection%20Standards.doc).



### ***Minimise Physical Contact with Youth***

Explain that physical contact means any time an SNYC facilitator touches a youth. World Vision says that SNYC facilitators should 'ensure that all physical contact with youth is locally appropriate.' Not all physical contact is bad. For example, an SNYC facilitator putting his arm on the shoulder of a youth to comfort the youth is an acceptable form of physical contact. But since both sexual and physical abuse involve physical contact, SNYC facilitators need to be mindful whenever they touch a youth. The youth participants in the SNYC are ages 12–17. They are old enough that it is not appropriate for SNYC facilitators to hug or kiss them. Explain that in order to prevent misunderstandings or allegations of abuse, World Vision advises SNYC facilitators to minimise physical contact with youth participants.

SNYC facilitators should 'use positive, non-violent methods to manage youth's behaviour'. It is never okay to hit or push a youth in the SNYC.

SNYC facilitators should not use 'language that causes shame or humiliation or is belittling or degrading'.

If a youth behaves in a sexually inappropriate manner towards an SNYC facilitator, the facilitator should not respond in a sexual manner. The SNYC facilitator should avoid 'being placed in a compromising or vulnerable position with youth'. The facilitator should call his or her supervisor that same day to describe the incident and discuss how to respond.

SNYC facilitators cannot have romantic or sexual relationships with youth. To prevent any appearance of impropriety, they should not go out for meals or other social occasions with youth. Official events sponsored by the SNYC that involve all the youth participants and other adults are the exception to this rule.

### ***Do Not Be Alone with Youth***

SNYC facilitators should, where 'possible and practical, follow the "two-adult" rule while conducting work, wherein two or more adults supervise all activities that involve youth, and are visible and present at all times.' In the toolkit, World Vision encourages facilitators to stay behind after the SNYC to be available in case participants want to talk. However, it is imperative that there is another adult in the room, or else they should sit outside the door in plain view of passers by. This protects the youth, but it also protects the SNYC facilitator from false accusations of inappropriate behaviour.

SNYC facilitators should not 'spend excessive or unnecessary time alone with a youth, away from others or behind closed doors or in a secluded area'.

SNYC facilitators should not be alone with a youth in a vehicle, even for WV work, unless it is absolutely necessary, has parental/guardian' consent and has the consent of the SNYC supervisor.

**Do Not Condone Illegal Behaviour**

SNYC facilitators should not 'condone or participate in behaviour with youth which is illegal, unsafe or abusive; including harmful traditional practices, spiritual or ritualistic abuse.' SNYC facilitators should not condone any form of drug use amongst youth. SNYC facilitators should not drink alcohol with youth.

SNYC facilitators should not hire youth in any form of child labour; in particular, they should not hire youth as 'house help'.

**Discussion**

- Ask participants if they have any questions about how to respond to youth in distress.
- Ask participants if they have any questions about child protection within WorldVision.

**Session Summary**

- If a youth participant is upset during a session, the SNYC facilitator should allow the youth to feel upset without drawing undue attention to him or her, and then follow up after the session.
- If a youth participant is upset and wishes to leave the session, he or she should be permitted to do so.
- If a youth reports that he or she is being physically or sexually abused, the SNYC facilitator should call the SNYC supervisor that day and should follow the response plan in the toolkit, Appendix B.
- SNYC facilitators should sign and adhere to the WorldVision Child Protection Policy and should:
  - » minimise physical contact with youth
  - » not be alone with youth
  - » not condone illegal behaviour
  - » not hire youth.