Abuse and Harassment Prevention

TRAINING MANUAL

and

LEADERS' GUIDE

ROTARY INTERNATIONAL®

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The *Abuse and Harassment Prevention Training Manual and Leaders' Guide* is designed to help Rotarians provide a safe and secure environment for participants in Rotary International youth programs. District governors, district youth protection officers, and all district leaders involved with Interact, RYLA, and Youth Exchange should review these materials. Districts also may use these guidelines when working with other youth-related projects, such as scouting or mentoring, and any at-risk or vulnerable population, such as the elderly or disabled.

The training manual provides information and guidelines for developing and implementing an effective district abuse and harassment prevention program for youth protection. Topics include proper screening of adult volunteers working with youth (including privacy issues and recordkeeping), selection of youth participants, and effective training programs for Rotarians, non-Rotarian volunteers, and students.

The leaders' guide consists of abuse and harassment prevention training sessions for all Rotarians involved in youth programs as well as specialized Youth Exchange training sessions for district Youth Exchange committee members, club counselors, host families, and students and their parents.

Throughout the text, items that relate only to the Youth Exchange program are set apart with this graphic.

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Rotary International has a long and successful history of providing service to youth. Each year, more than 250,000 young people participate in Rotary International youth programs such as Interact, Rotary Youth Exchange, and RYLA. In addition, many club and district mentoring programs, immunization efforts, job training programs, literacy projects, and other initiatives are designed specifically to help young people.

In recent years, allegations of sexual abuse and harassment have increased in all programs involving young participants. Any organization that works with youth is vulnerable, as child sex offenders seek out teaching, coaching, and other positions that offer them easier access to children and teenagers. Many adults committed to working with youth are so focused on helping young people that they find it difficult to believe others will abuse the trust placed in them.

Unfortunately, no organization is invulnerable to abuse, and it can and does occur in even the most seemingly positive settings. In fact, the opportunity to work with youth may attract potential abusers to otherwise highly reputable organizations.

Rotary International takes youth protection very seriously. As the subject of sexual abuse has been more widely discussed, Rotarians involved in youth programs have addressed this issue by developing abuse prevention procedures at the district and regional levels. Rotarians contribute to creating safe environments that stop abuse before it happens and respond appropriately in the unfortunate situations when it occurs.

A comprehensive approach to abuse and harassment prevention in youth programs includes awareness of physical and emotional abuse and neglect. Because these topics are more widely understood and addressed, most of the materials in this manual are focused on prevention of sexual abuse and harassment.

This publication builds on these efforts, seeking to provide a set of youth-protection materials that can be modified to comply with local laws and situations. In developing these materials, Rotary International worked with abuse prevention specialists to determine how best to prevent sexual abuse and harassment of young people entrusted to the care of clubs and districts and incorporate best practices currently in place in Rotary districts. Rotarians can use these tools to protect young people and ensure that Rotary International youth programs continue to provide successful leadership training and international exchange experiences for young people.

Awareness and Prevention

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Adopted by the RI Board of Directors, November 2002

This statement of conduct provides the basic principle for Rotarians to follow when working with young people in any capacity. An abuse prevention program with specific plans and procedures will help to ensure that Rotarians and other volunteers exemplify this conduct. In addition, such a proactive approach will further demonstrate Rotary International's commitment to youth, help to prevent specific incidents of abuse or mitigate their negative effects, protect the long-term viability of youth programs, and strengthen the trust of participants and their parents.

Too many instances of abuse and harassment of young people are ignored because adults fail to recognize or admit that it is occurring. An effective youth protection policy depends on the adults involved being both aware of the possibility of abuse and vigilant in guarding against it.

Keep these points in mind:

- Young people often fail to report sexual abuse because they fear that disclosure will bring consequences even worse than being victimized again.
- Child abuse is generally underreported because offenders are able to convince their victims that it is their own fault.
- In many cases, victims of child sexual abuse do not report the abuse until they are adults.

- Only about 1 percent to 4 percent of sexual abuse allegations prove to be false.*
- Children tend to minimize and deny abuse, not exaggerate or overreport such incidents.
- Child sex offenders seek opportunities for access to children and teenagers through youth organizations that lack strong screening and protection practices.

* National Center for Post-Traumatic Stress Disorder, www.ncptsd.org

Definitions of Abuse and Harassment

To heighten their awareness of the problem, all Rotarians working with young people should fully understand what constitutes abuse and harassment.

Emotional or verbal abuse. Incidents in which an adult uses fear, humiliation, or verbal assaults to control the behavior of a young person in his or her care. Examples include rejecting the young person, preventing him or her from developing normal social relationships, and making derogatory statements about the youth's race, religion, or personal appearance.

Physical abuse. Mistreatment of a young person by use of physical contact intended to cause pain, injury, or other physical suffering or harm.

Neglect. Failure to provide (for no apparent financial reason) adequate food, clothing, shelter, or medical care necessary for a youth's well-being.

Sexual abuse. Engaging in implicit or explicit sexual acts with a young person or forcing or encouraging a young person to engage in implicit or explicit sexual acts alone or with another person of any age of the same or opposite sex. Among the examples of sexual abuse are nontouching offenses, such as indecent exposure or showing a young person sexual or pornographic material. This definition applies to any participant in Rotary International youth programs.

Sexual harassment. Sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is a technique used by sexual predators to desensitize or groom their victims. Some examples of sexual harassment include:

- Sexual epithets, jokes, written or spoken references to sexual conduct, gossip regarding one's sex life, and comments about an individual's sexual activity, deficiencies, or prowess
- Verbal abuse of a sexual nature
- Display of sexually suggestive objects, pictures, or drawings
- Sexual leering or whistling, any inappropriate physical contact such as brushing against or touching, obscene language or gestures, and suggestive or insulting comments

The following *misconceptions* present obstacles to creating an effective abuse and harassment prevention program:

- *Sexual abuse is about sexuality.* In fact, most sexual abuse and harassment is about power and control.
- *Only girls are at risk.* Although the majority of victims are girls, boys are also at risk. Some studies have shown that as many as one in six boys under age 16 has experienced unwanted direct sexual contact with an older person.
- *Only men are abusers.*
- *Girls are only at risk from men, and boys are only at risk from women.*
- *Sexual abuse is always overt.*
- *Most abusers are unknown to their victims.* Most abusers are known and trusted by their victims.

Signs of Abuse and Harassment

Rotarians, their families, non-Rotarian volunteers, and parents of young people participating in Rotary youth programs should be aware of the following physical and behavioral changes that ***may*** be warning signs of abuse:*

- Any physical signs of abuse, such as a repeated pattern of injury or an accident for which the explanation doesn't fit the injury
- Changes of behavior, extreme mood swings, withdrawal, fearfulness, or excessive crying
- Fear of certain places, people, or activities; reluctance to be left alone with a particular person
- High levels of anxiety
- Distorted body image, including or resulting in eating disorders, self-mutilation, or other related behaviors
- Diminished self-esteem
- Overly aggressive behavior
- Unwillingness to participate in extracurricular activities; difficulties at school
- Repression
- Poor peer relationships; isolation
- Nightmares or night terrors
- Graphic or age-inappropriate knowledge of sex or sexual behavior
- Suicide attempts or gestures
- Obsessive behaviors
- Self-medicating through drug or alcohol abuse
- Problems with authority or rules

These behaviors should be seen as indicators that abuse or harassment may have taken place, and adult volunteers should spend time with the young person to find out what is really going on. Active involvement with youth in your care will enable you to observe changes in behavior, which can be a more accurate indicator of abuse than those on the list above, many of which

* Based on materials produced by Bollinger Inc., Short Hills, New Jersey, USA

could also be considered "typical teen behavior." A normally outgoing and confident young person who becomes withdrawn and quiet *may* have been abused, and the adults involved with the young person should find out why the behavior has changed. Consider arranging a conversation between the young person and a mental health professional who specializes in working with adolescents.

Exchange students who are making cultural adjustments to the host country or experiencing homesickness may exhibit some of the behaviors listed above. Many of the behaviors commonly exhibited by victims of abuse are the same as those that cause problems with a student exchange and result in a student returning home early.

A student who has been labeled as "difficult" or "unable to get along with the host family" may have been abused, either by an adult in the host family, a peer, or someone in their home country before their arrival.

Developing Youth Protection Policies for Your District

Each Rotary district should develop appropriate youth protection policies, including those related to sexual abuse and harassment prevention, for its youth programs. Policies will differ from district to district based on the type and size of the projects and programs involving youth, the number of participating clubs, and local governing law. As an essential first step, Rotarians involved with youth programs should become thoroughly informed about local laws concerning abuse and harassment and incorporate that information into their district policy.

To be certified by RI, districts participating in Youth Exchange must develop policies that meet minimum standards. The Sample District Youth Exchange Abuse and Harassment Prevention Policy (appendix A) can help districts develop a policy for Youth Exchange; it can also be expanded or adapted for other programs and projects involving youth. For examples of policies implemented by RI districts or other organizations, e-mail programs@rotary.org.

When developing a district youth protection policy, ask yourself what could go wrong. Examine the risks associated with the environment in which a particular activity takes place, and consider what you could do to prevent accidents or other problems from occurring. If something does go wrong, plan how to respond. Have an emergency plan in place at all times.

Consider these issues when developing your district youth protection policy:

- Physical safety (buildings owned or rented by the district where youth programs take place; activities that present some risk or danger)

- Privacy for youth participants (especially protection of personal information; accommodations at camps and host homes)
- Appropriate medical certification for volunteer clinics that serve young people
- Degree of supervision for any youth activity
- Interaction with youth outside of program activities
- Definition of normative physical contact, such as hugs or other forms of touching
- Illness, injuries, and accidents, including plans for first-aid and insurance
- Motor vehicle guidelines, such as licensing and insurance requirements for adults involved

Key Policy Elements

An effective district abuse and harassment prevention policy includes the following information:

- Policy statement that includes the language from the Statement of Conduct for Working with Youth
- Compliance statement affirming that all clubs in the district participating in youth programs are adhering to the district's abuse and harassment prevention policy
- Outline of club responsibilities for adherence to district policies
- Comprehensive list of volunteer assignments involving contact with young people and the required level of screening for each
- Screening and selection procedures (written applications, background checks, personal interviews, home visits) and volunteer-selection criteria
- Procedures for training volunteers working with youth
- Youth protection recommendations that provide specific supervision and behavior guidelines to prevent abuse and harassment
- Web site guidelines that define the privacy and protection of youth participant data, images, and personal information, such as specific areas on the site that are password protected
- Plan for maintaining and keeping confidential records of all allegations of abuse and harassment
- System to ensure that (1) any adult prohibited from participating in Rotary youth programs is excluded from the program and (2) this information is treated confidentially
- Job description for district youth protection officer, detailing qualifications and responsibilities (see the sample job description on page 13)
- Guidelines for reporting and following through on both recent and historical incidents of sexual abuse and harassment for those involved in Rotary youth programs (see appendix B)
- Plan for regular program evaluation
- Procedures for regular review of the district policy

Other Youth Protection Policies

The sample policy in appendix A only applies to sexual abuse and harassment prevention, and districts may want to expand their policies to address other youth safety issues. For example, your district may wish to develop guidelines for the use of personal automobiles to transport youth program participants. Programs other than Youth Exchange may choose to adopt a policy that prohibits one-on-one contact between an adult volunteer and a youth program participant. For example, the Boy Scouts of America recommends a "two-deep" leadership policy, which requires that two prescreened adults be present at all trips and outings and that any individual meeting between an adult and a child be conducted in full view of other people. Consult with other youth-serving organizations in your community to find out what types of policies they have in place.

Volunteer Selection and Screening

A key element in any youth protection policy is the selection and screening of adult volunteers. As districts strive to select volunteers who demonstrate an interest in the program and an aptitude for working with young people, they should also develop a process for screening candidates to ensure that they pose no danger to the youth participants. The level of screening may vary, based on the position that the volunteer is interested in and the assignment's amount of contact (from incidental/infrequent to frequent) and type of contact (group vs. individual) with the participants. For example, host families for Youth Exchange students should undergo a more comprehensive screening process than volunteer tutors at a local elementary school, who will likely be supervised when working with children.

Responsible youth program management requires a significant time commitment to identify, screen, and train adult volunteers, and clubs and districts must accept the additional administrative burden required to ensure that youth participants are adequately protected. This means maintaining selection criteria, even when it is challenging to find enough volunteers to continue supporting a program. Adult volunteers who are unwilling to undergo screening should be excluded from participating in any Rotary International youth program.

Applications

All adult volunteers who will have unsupervised contact with youth should be required to complete an application that includes references (for a sample application developed for Youth Exchange, see appendix C). At a minimum, applications should include a statement that the applicant has no previous criminal convictions related to abuse or harassment of a young person. Applications may also include requests for specific expertise related to the assignment and experience working with young people.

Interviews

All volunteer applicants for positions involving unsupervised contact with youth should be interviewed in person. Interviewers should be experienced committee members. For potential host families, conduct at least one in-home interview, and provide interviewers with guidelines on the types of questions to ask and what to look for when conducting home visits.

Reference Checks

Simply requesting references in the application is not sufficient. Contact each reference by phone or in person, and ask a standard set of questions, such as:

- How long have you known this individual? In what capacity?
- Do you think this person is well qualified to work with youth?
- Would you have any reservations about recommending this person to serve as a _____?
- Can you verify the dates of employment for the following individual?

Record the date of the interview and responses to each question, and keep this information with the volunteer's application.

Access to confidential information collected in the volunteer screening process should be restricted. Interviews and background checks may uncover sensitive information that would not disqualify a potential volunteer but should be kept confidential nonetheless. Develop guidelines stating who will collect and maintain this information and who will have need-to-know access to it. If your district contracts with an outside company to conduct criminal background checks, ask whether they can collect and maintain this information on your behalf.

Background Checks and Criminal Record Checks

Background checks play a critical part in any youth protection policy because they deter potential offenders and deny known offenders access to the program. Although many offenders have no criminal record and diligently avoid being caught by law enforcement, background checks may dissuade them from volunteering in your program. Many youth-serving organizations require a criminal background check for all adult volunteers who work with youth, even for programs that don't involve unsupervised access to youth.

Your district should determine which youth-related activities require a criminal background check for adult volunteers. For example, at a district residential RYLA camp for students ages 14-18, all counselors may be asked to undergo criminal background checks, but Rotarians who volunteer to conduct registration for the RYLA may not. Criminal background checks should be conducted for all volunteer positions that allow unsupervised access to young people.

The Youth Exchange program requires all adults (Rotarians and non-Rotarians) involved in the program (committee members, host families, club counselors, and others) to complete and sign the Youth Volunteer Affidavit and agree to undergo a criminal background check and reference check.

Maintenance of Records

Each district should determine how records are maintained and retained and establish procedures for confidentiality and limited access. Research local laws to determine how long records should be retained (in some cases, records may be kept in perpetuity).

Volunteer Training

Volunteer training is essential to an effective abuse and harassment prevention program. Design specific training for each volunteer role, and include abuse and harassment prevention information in all training. Establish guidelines on how frequently volunteers should undergo training, and track which volunteers have completed specific training sessions.

For example, training for volunteers in a "Read with a Rotarian" club program should focus not just on methods for helping children with their reading skills but also on guidelines for interacting with children, limitations on physical contact, and supervision requirements of the program. Training for RYLA camp volunteers may be more extensive, including CPR certification, leadership training skills, and information on how to report an allegation of abuse or harassment.

The leaders' guide that accompanies this manual contains specialized training sessions for adult volunteers working with Rotary International youth programs. Districts can customize this content to include cultural considerations, specific district policies, and other program-specific topics.

Abuse and harassment prevention training is required for all adult volunteers and inbound and outbound Youth Exchange students.

Reporting and Follow-through

Protecting the safety and well-being of young people participating in Rotary International programs and activities requires that all allegations of abuse or harassment be taken seriously and handled within these guidelines.

Reporting an Allegation

To ensure that such allegations are handled properly, districts should follow these reporting procedures:

- Establish a reporting policy that lists specific Rotarians to be contacted when an allegation of abuse and harassment is made. (See appendix B for model reporting guidelines that clubs and districts should adapt to local laws and implement.) Provide these names and contact information to all adult volunteers and program participants and their parents.
- Arrange for the safety of the student. The first adult to receive an allegation of criminal abuse and harassment *must* immediately report this complaint to the authorities.
- Report every allegation of criminal abuse and harassment to the proper authorities (child protection, social services, or local law enforcement agencies) for investigation. Notify the district youth protection officer.

Report all allegations and other serious incidents — accidents, crimes, early returns, deaths — involving Youth Exchange students to RI within 72 hours.

In the United States, federal law requires that any incident or allegation involving the actual or alleged sexual exploitation or abuse of a participant in a secondary school student exchange program must be reported to the Department of State and as required by local or state law.

Follow-through

After an allegation has been made and law enforcement or a child protective agency is conducting an investigation, Rotarians involved should take the following actions:

- Remove any adult against whom an allegation of sexual abuse or harassment has been made from any contact with youth until the matter is resolved.
- Cooperate fully with law enforcement and child protection agencies and not interfere with the investigation.

Most Rotarians and other adults involved in youth programs are not trained professionals with expertise in determining the seriousness or legal implications of an allegation; therefore, they should not decide whether an allegation constitutes abuse or harassment until they have consulted with youth protection service agencies, law enforcement professionals, or a district youth protection officer trained in handling allegations of abuse or harassment toward young people.

After law enforcement has completed its investigation, the district governor, district youth protection officer, or district review committee should review the situation to verify that all district policies were followed and recommend future actions that could correct any possible shortcomings.

- A club must terminate the membership of any Rotarian who admits to, is convicted of, or is otherwise found to have engaged in sexual abuse or harassment. Non-Rotarians who fall into this category must be prohibited from working with youth in a Rotary context.
- If an investigation into a claim of sexual abuse or harassment is inconclusive, additional safeguards still must be put in place to protect both the person named in the allegation and any youth with whom that individual may have future contact. Subsequent claims of sexual abuse or harassment will prohibit the adult from working with youth in a Rotary context. A person later cleared of charges may apply to be reinstated to participate in Rotary youth programs. Reinstatement is not a right, however, and no guarantee is made that he or she will be reinstated to his or her former position.

When Law Enforcement Is Not Involved

At times, a student may report being uncomfortable with conduct that doesn't constitute reportable harassment under local law. Keep in mind that any unwelcome behavior of a sexual nature between a youth and a volunteer, even if the student is legally of age, is inappropriate.

Each district must document specific procedures for addressing allegations that do not constitute reportable harassment under local laws. First, Rotarians should put a stop to the inappropriate behavior and take steps to prevent it from occurring in the future. In addition, document all accusations, the steps taken to resolve them so that behavior patterns can be tracked, and the perspectives of all parties involved in the incident. Based on this information, develop policies for addressing patterns of problematic behavior that may emerge.

Each district is encouraged to consult a local legal professional about obligations and procedures for handling *all* allegations of abuse and harassment.

Historical Incidents

If a former youth program participant contacts your district to make an allegation of a past incident of abuse or harassment, contact RI for additional information and recommendations on how best to proceed. Such allegations must be reported to RI within 72 hours of the district being made aware of the incident.

Positions of Responsibility

Club and district Youth Exchange officers are also responsible for youth protection within the Youth Exchange program. See handout 12 for an outline of these responsibilities.

While youth protection is the responsibility of all adults involved in youth programs, compliance with Rotary International and district abuse and harassment prevention policy depends on the vigilance of the district governor, district youth protection officer, and district review committee.

District Governor

The district governor raises awareness of abuse and harassment prevention and creates effective prevention in the district's youth programs and reporting policies in the district.

Responsibilities

- Ensure that all allegations are reported to the proper authorities and to RI.
- Confirm that abuse reporting follows the district policies and procedures.
- Ensure that Rotary clubs comply with district policy.
- Ensure that all youth program activities are conducted responsibly, even if some responsibilities have been delegated to other district officers.
- Intervene in the administration of youth program activities when necessary.
- Establish risk management procedures, including policies and procedures for abuse prevention.

The district governor should involve as many members of the district leadership team as possible in youth protection. This includes assistant governors, who can play a role in youth protection by being familiar with district policies related to awareness, prevention, and reporting of abuse and harassment. The district trainer can serve as a resource during youth protection training sessions.

District Youth Protection Officer

The district youth protection officer raises awareness of risk management issues for youth programs and ensures that the district, clubs, and all program volunteers comply with RI and district abuse and harassment policies. He or she is the first point of contact in the district should any Rotarian receive an allegation of abuse or harassment. This officer may train other district and club officers on procedures and guidelines related to abuse and harassment and other risk management issues. Although this position isn't required, it is strongly recommended.

Responsibilities

- Maintain records of all allegations made.
- Ensure proper handling of allegations, according to local laws and district policy, and protection of the interests of all involved.
- Work with clubs to inform all Rotarians of their obligations under both district policy and local laws.
- Review and maintain an archive of all screened volunteers, including applications and the results of criminal background checks and reference checks. Alternatively, serve as a liaison to an external firm contracted for this purpose.
- Collect and submit all forms required by the police or relevant state/local authorities to conduct background checks on program volunteers who will have unsupervised access to youth.
- Ensure that appropriate training is made available to Rotarians, program volunteers such as host families or RYLA counselors, and youth participants and their parents.
- Advise the district youth program committees about developments in educational and training programs.

Qualifications

- Professional experience in handling abuse and harassment issues
- Youth counseling experience
- Knowledge of both RI policies and relevant national and local laws

Additional Considerations

- Willingness to serve in position for at least three years
- Professional experience in the fields of health, mental health, or education, particularly working with teenagers as a social worker, therapist, educational administrator, or youth protection professional

District Review Committee

The district review committee follows through on allegations of abuse or harassment that cannot be investigated by law enforcement or when law enforcement investigations are inconclusive. Although this committee isn't required, it is strongly recommended.

Responsibilities

- Determine whether the district's risk management policies are sufficient.
- Conduct an annual review of all documentation and allegations of abuse or harassment in youth programs to ensure that the district is taking steps to limit the risk of abuse and harassment.
- The committee should meet within three to five business days after an allegation of abuse or harassment is made.
- Conduct an appraisal following law enforcement investigations to consider the circumstances surrounding the allegation, and recommend a response to the district governor and district youth protection officer.
- Determine whether the accused individual's continued participation in youth programs poses too great a risk in situations where an investigation by law enforcement is inconclusive.
- Follow through when law enforcement does not investigate an allegation.

Committee Members

The district governor should appoint members to this committee, with limited participation from any one club. Members should include, at minimum:

- District Youth Exchange committee chair
- Non-Rotarian with professional experience related to abuse issues, such as a social worker, psychologist, or psychiatrist
- Volunteer with risk management experience
- District youth protection officer (if appointed)

Additional Considerations

- At least one past district governor should serve on the committee, if feasible.
- Committee members should serve a minimum of three years.
- To avoid conflicts of interest, committee members should recuse themselves from reviewing allegations made against a member of their own Rotary club or a friend, colleague, spouse, or relative.
- If a district chooses not to appoint this committee, the district governor should appoint an ad hoc review committee to follow through on any allegation of abuse or harassment, with the same composition guidelines as the district review committee.

APPENDIX A

Sample District Youth Exchange Abuse and Harassment Prevention Policy

Developing and implementing an effective abuse and harassment prevention policy tangibly demonstrates a district's commitment to protecting students participating in the Rotary Youth Exchange program. This document provides a basic framework for a district policy in keeping with RI Board policy. Districts can use it to develop or refine their abuse and harassment policies, adapting it as needed to fit specific district circumstances. Unless otherwise indicated, your district policy must include each of the following elements for certification.

District _____ Youth Exchange Abuse and Harassment Prevention Policy

1. Statement of Conduct for Working with Youth

District _____ is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and any other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

2. Definitions (optional)

Volunteer. Any adult involved with Rotary Youth Exchange activities who has direct interactions, either supervised or unsupervised, with students. Volunteers include, among others: club and district Youth Exchange officers and committee members; Rotarian counselors; Rotarians and non-Rotarians and their spouses and partners who host students for activities or outings or who might drive students to events or functions; and host parents and other adult residents of the host home, including siblings and other family members.

Student. Any individual who is participating in a Rotary Youth Exchange, regardless of whether he or she is of legal age of majority.

Sexual abuse. Engaging in implicit or explicit sexual acts with a young person or forcing or encouraging a young person to engage in implicit or explicit sexual acts alone or with another person of any age, of the same or opposite sex. This includes nontouching offenses, such as indecent exposure or showing a young person sexual or pornographic material.

Sexual harassment. Sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is used by sexual predators to desensitize or groom their victims.

Some examples of sexual harassment include:

- Sexual epithets, jokes, written or spoken references to sexual conduct, talking about one's sex life in the presence of a young person, and comments about an individual's sexual activity, deficiencies, or prowess
- Verbal abuse of a sexual nature
- Display of sexually suggestive objects, pictures, or drawings
- Sexual leering or whistling, any inappropriate physical contact such as brushing or touching, obscene language or gestures, and suggestive or insulting comments

3. Incorporation of District Youth Exchange Program and Liability Insurance

Each district Youth Exchange program is required to incorporate or establish itself as a similar formal legal entity (Ltd., etc.). Consider including this information in your abuse and harassment prevention policy. For example:

> Rotary District _____ Youth Exchange program is incorporated as Rotary District _____ Youth Exchange Program, Incorporated, under the laws of the state/province/country of _____.

In addition, each district program must carry adequate general liability insurance with coverage and limits appropriate for its geographic location.

4. Volunteer Selection and Screening

District _____ will maintain in perpetuity all records of criminal background checks, waivers, and screening for adults working with minors.

All volunteers interested in participating in the District _____ Youth Exchange program must meet the following requirements:

- Complete the Youth Volunteer Affidavit form and authorize the district to conduct a criminal background check (subject to local laws and practices).
- Undergo personal interviews.
- Provide a list of references for the district to check.
- Meet RI and district eligibility requirements for working with students. RI policy prohibits any volunteer who has admitted to, been convicted of, or otherwise been found to have engaged in sexual abuse or harassment from working with youth in a Rotary context. If an individual is accused of sexual abuse or harassment and the investigation into the claim is inconclusive, additional safeguards must be put in place to ensure the protection of any youth with whom the individual may have future contact as well as for the protection of the accused. A person later cleared of charges may apply to be reinstated to participate in youth programs. Reinstatement is not a right, and no guarantee is made that he or she will be reinstated to his or her former position.

- Understand and comply with RI and district guidelines for the Youth Exchange program.

Host families must meet the following selection and screening requirements, in addition to those listed above:

- Host families must undergo a comprehensive interview that determines their suitability for hosting exchange students. Host families must demonstrate:
  - Commitment to the safety and security of students
  - Motivation for hosting a student consistent with Rotary ideals of international understanding and cultural exchange
  - Financial ability to provide adequate accommodations (room and board) for the student
  - Ability to provide appropriate supervision and parental responsibility that ensures the student's well-being
- Host families must complete a written application.
- Home visits must be conducted for each family and should include announced and unannounced visits, both before and during the placement. Home visits must be conducted annually, even for repeat host families.
- All adult residents of the host home must meet the selection and screening guidelines. This includes adult children of the host family and other members of the extended family who are permanent or part-time residents in the home.

Rotarian counselors must meet the criteria for all volunteers, as well as the following:

- Counselors must not be a member of the student's host family.
- Counselors must be trained in responding to any problems or concerns that may arise during the exchange, including instances of physical, sexual, or emotional abuse or harassment.

Additional recommendations: Although not required, districts may wish to avoid selecting counselors who are close friends or relatives of other volunteers involved with a particular student (e.g., school principal who is also a club member, host family).

5. Student Selection and Screening

All students interested in participating in the District _____ Youth Exchange program must meet these requirements

- Complete a written application and be interviewed to determine suitability for participation in the program.
- Attend and participate in all district orientation and training sessions.

All parents or legal guardians of students interested in participating in the District _____ Youth Exchange program must be interviewed to determine the student's suitability for participation in the program.

6. Training

District _____ will provide abuse and harassment prevention training to all Youth Exchange program participants. _____ will conduct the training sessions.

Specifically, District _____ will

- Adapt the *Abuse and Harassment Prevention Training Manual and Leaders' Guide* to incorporate specific district guidelines, information on local customs and cultural issues, and legal requirements
- Develop a training calendar that defines the participants, frequency of training required for each volunteer position, and training methods to be used
- Conduct specialized training sessions for the following Youth Exchange program participants:
  - District governor
  - District Youth Exchange committee members
  - Club Youth Exchange committee members
  - Rotarian counselors
  - Other Rotarians and non-Rotarians who participate in Youth Exchange activities, such as local tours or district events
  - Host families
  - Students (outbound and inbound)
  - Parents and legal guardians of students
- Establish guidelines to ensure that all participants have received the requisite training
- Maintain records of participation to ensure compliance

Additional recommendations: Although not required, districts may wish to consider these recommendations:

- Have the district youth protection officer (if appointed) assume training responsibilities.
- Partner districts should share their training content with each other.

7. Allegation Reporting Guidelines

District _____ is committed to protecting the safety and well-being of Youth Exchange students and will not tolerate abuse or harassment. All allegations of abuse or harassment will be taken seriously and must be handled in accordance with the Sexual Abuse and Harassment Allegation Reporting Guidelines.

8. Follow-through and Review Guidelines

District _____ takes all allegations of abuse or harassment seriously and will ensure that each allegation is investigated thoroughly. The district will cooperate with all law enforcement agencies, child protective services, and legal investigations and will not interfere with other investigations when conducting its own independent reviews.

9. Other District _____ Responsibilities

- Establish procedures for reporting, investigating, and handling noncriminal offenses or historical cases that law enforcement chooses not to investigate.
- Recommend that all inbound Youth Exchange students maintain insurance at the following levels: _____.
- Provide each student with a list of local services in the district (rape and suicide crisis hot lines, alcohol and drug awareness programs for teenagers, relevant law enforcement agencies, community services, private services, etc.).
- Complete a student data request form for all participating Youth Exchange students and return it to RI one month before the exchange begins.
- Provide a 24-hour emergency contact phone number to Youth Exchange students.
- Follow RI guidelines for Youth Exchange Web sites.
- Appoint an independent lawyer, therapist, or counselor to represent any alleged victim in cases of sexual abuse and harassment.
- Report all criminal allegations to RI within 72 hours.
- Report all serious incidents (accidents, crimes, early returns, death) involving Youth Exchange students to RI within 72 hours.
- Evaluate and review this policy and accompanying procedures regularly.

Additional recommendations: Although not required, districts may wish to do the following:

- Appoint a district review committee to evaluate and review files, policies, and allegations annually.
- Appoint a district youth protection officer.
- Require a monthly report from each inbound and outbound student in the district that includes information on current hosts, feelings, concerns, ideas, and suggestions. The district Youth Exchange chair can then review the reports and assist students as needed.
- Consider designating a mobile phone as a permanent district hotline. Assign a Rotarian in the district to be on-call for a given period and carry the phone 24 hours a day.

10. Club Compliance

District _____ will monitor all participating clubs within the district and ensure that they comply with RI guidelines for abuse and harassment prevention. All clubs that wish to apply to the district for certification must provide the district with a copy of the following for review and approval:

- All materials produced in the club to promote and support the Youth Exchange program, including promotional materials and brochures, applications, policies, Web site links, etc.
- List of services in the area (rape and suicide crisis hotlines, alcohol and drug awareness programs for teenagers, relevant law enforcement agencies, community services, private services, etc.)
- Club abuse and harassment prevention training program materials

Participating clubs must agree to carry out the following:

- Complete and return a signed compliance statement that the club is operating its program in accordance with District _____ and RI policies.
- If not coordinated by the district, conduct criminal background checks and reference checks for all volunteers involved with the program, including, but not limited to, adult residents of host home, counselor, club chair, and all Rotarians and their spouses or partners with direct unsupervised contact with youth. All volunteers must complete and sign the Youth Volunteer Affidavit.
- Develop a comprehensive system for host family selection and screening that includes announced and unannounced home visits and interviews both before and during the placement.
- Conduct follow-up evaluations of both students and host families.
- Follow the Sexual Abuse and Harassment Reporting Guidelines.
- Prohibit direct placement of students outside of the District _____ Youth Exchange program structure (so-called backdoor exchanges).
- Set procedures for removal of a student from the host family, including establishing criteria for moving a student and locating available back-up temporary housing in advance.
- Develop contingency hosting plans that include prescreened, available back-up families.
- Ensure that all hosting is voluntary. Parents of outbound students and club members must not be required to host students.
- Ensure that long-term exchange students have multiple host families.
- Provide each student with a comprehensive local services list, including information for dentists, doctors, places of worship, counselors, suicide and rape crisis hotlines, etc.
- Ensure that the host counselor for each student is not a member of the student's host family.
- Ensure that the host counselor is trained in responding to any problems or concerns that may arise during the exchange, including the prevention of physical, sexual, and emotional abuse or harassment.
- Provide mandatory training on sexual abuse and harassment prevention for host families, outbound students, inbound students, and their parents or legal guardians.
- Provide the names and contact information of at least three people — both males and females who are not related to each other and do not have close ties to the host families or club counselor — who can help the students with any issues or problems.
- Follow RI guidelines for Youth Exchange Web sites.
- Report all serious incidents (accidents, crimes, early returns, deaths) involving Youth Exchange students to the district immediately.
- Conduct interviews of all applicants and applicants' parents or legal guardians.

Additional recommendations: Although not required, districts may wish to implement the following:

- Appoint a club youth protection officer.
- Place students in three successive host families on long-term exchanges.
- Establish a system of club recertification that requires each club to provide copies of all information for review and approval.
- Prohibit volunteers from having contact with students until a background check has been conducted and clearance for unsupervised contact with students has been issued.

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Adopted by the RI Board of Directors, November 2002

Youth Exchange Section – PD110
Rotary International
One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201-3698 USA
E-mail: youthexchange@rotary.org

(June 2006)

Sexual Abuse and Harassment Allegation Reporting Guidelines

Rotary International is committed to protecting the safety and well-being of all youth program participants and will not tolerate their abuse or harassment. All allegations of abuse or harassment will be taken seriously and must be handled within the following guidelines. **The safety and well-being of young people must always be the first priority.**

Definitions

Sexual abuse. Engaging in implicit or explicit sexual acts with a young person or forcing or encouraging a young person to engage in implicit or explicit sexual acts alone or with another person of any age, of the same or opposite sex. This includes nontouching offenses, such as indecent exposure or showing a young person sexual or pornographic material.

Sexual harassment. Sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is used by sexual predators to desensitize or groom their victims.

Some examples of sexual harassment include:

- Sexual epithets, jokes, written or spoken references to sexual conduct, talking about one's sex life in the presence of a young person, and comments about an individual's sexual activity, deficiencies, or prowess
- Verbal abuse of a sexual nature
- Display of sexually suggestive objects, pictures, or drawings
- Sexual leering or whistling, any inappropriate physical contact such as brushing or touching, obscene language or gestures, and suggestive or insulting comments

Who should determine if it is abuse or harassment?
Upon hearing allegations, adults should not determine whether the alleged conduct constitutes sexual abuse or sexual harassment. Instead, after ensuring the safety of the student, the adult should immediately report all allegations to appropriate child protection or law enforcement authorities. In some countries, this reporting is required by law.

Allegation Reporting Guidelines

Any adult to whom a Rotary youth program participant reports an allegation of sexual abuse or harassment must follow these reporting guidelines:

1. ***Receive the report.***
   a. **Listen attentively and stay calm.** Acknowledge that it takes a lot of courage to report abuse or harassment. Be encouraging; do not express shock, horror, or disbelief.

b. **Assure privacy but not confidentiality.** Explain that you will have to tell someone about the abuse/harassment in order to make it stop and ensure that it doesn't happen to others.

c. **Get the facts, but don't interrogate.** Ask questions that establish facts: who, what, when, where, and how. Reassure the young person that he or she did the right thing in telling you. Avoid asking "why" questions, which may be interpreted as questioning the young person's motives. Remember that your responsibility is to present the story to the proper authorities.

d. **Be nonjudgmental and reassure.** Avoid criticizing anything that has happened or anyone who may be involved. It's especially important not to blame or criticize the young person. Emphasize that the situation was not his or her fault and that it was brave and mature to come to you.

e. **Document the allegation.** Make a written record of the conversation, including the date and time, as soon after the report as you can. Try to use the young person's words and record only what he or she told you.

2. ***Protect the young person.***

   Ensure the safety and well-being of the youth program participant by removing him or her from the situation immediately and preventing all contact with the alleged abuser or harasser. Reassure the youth that this is being done for his or her safety and is not a punishment.

3. ***Report the allegations to appropriate authorities — child protection or law enforcement.***

   Immediately report all cases of sexual abuse or harassment — first to the appropriate law enforcement authorities for investigation and then to the club and district leadership for follow-through. In District _____, the appropriate law enforcement office is _____. In most situations, the first Rotary contact is _____, who is responsible for seeking the advice of appropriate agencies and interacting with them. If the allegation involves the conduct of this Rotarian, the district youth program chair or district governor should be the first Rotary contact.

   District _____ will cooperate with police or legal investigations.

   District _____ has researched local, state, and national laws related to sexual abuse and harassment prevention and notes the following legal requirements of which all adult volunteers participating in the program must be aware: *(district fills in appropriate points)*

4. ***Avoid gossip and blame.***

   Don't tell anyone about the report other than those required by the guidelines. Be careful to protect the rights of both the victim and the accused during the investigation.

   District _____ maintains the privacy (as distinct from confidentiality) of any accused person by enforcing the following procedures: *(district fills in appropriate procedures)*

5. ***Do not challenge the alleged offender.***

   Don't contact the alleged offender. In cases of abuse, interrogation must be left entirely to law enforcement authorities. In cases of noncriminal harassment, the district governor is responsible for follow-through and will contact the alleged offender after the young person has been moved to a safe environment. The district governor may designate this task to a district youth protection officer or district review committee.

Follow-through Procedures

Either the district youth programs chair or district youth protection officer must ensure that the following steps are taken immediately after an abuse allegation is reported.

1. Confirm that the youth program participant has been removed from the situation immediately and has no contact with the alleged abuser or harasser.
2. If law enforcement agencies will not investigate, the district youth protection officer or district review committee should coordinate an independent review of the allegations.
3. Ensure that the student receives immediate support services.
4. Offer the young person an independent, non-Rotarian counselor to represent his or her interests. Ask social services or law enforcement to recommend someone who is not a Rotarian or in any way involved with the youth program.
5. Contact the student's parents or legal guardian.

If the student is away from home, the student and his or her parents should decide whether to stay in country or return home. If the student stays in country, written authorization from the student's parents or legal guardian is required. If the student and the student's parents choose for the student to return home, consult with police before making travel arrangements. If an investigation is pending, the police may not approve of the student leaving the country.

6. Remove alleged abuser or harasser from all contact with any other young participants in Rotary programs and activities while investigations are conducted.
7. Cooperate with the police or legal investigation.
8. Inform the district governor of the allegation. Either the district governor, district youth protection officer, or other district youth program chair must inform RI of the allegation within 72 hours and provide follow-up reports of steps taken and the status of investigations.
9. After the authorities have completed their investigation, the district must follow through to make sure the situation is being addressed. Specifically, District _____ will conduct an independent and thorough review of any allegations of sexual abuse or harassment.

Postallegation Report Considerations

Responding to the needs of the youth program participant

District _____ will adopt a cohesive and managed team approach to supporting a young person after an allegation report. The youth program participant is likely to feel embarrassed or confused and may become withdrawn.

After a report of harassment or abuse, students may have mixed feelings about remaining on their exchange. If they do choose to stay, they may or may not want to continue their relationship with their hosting Rotary club. In some cases, a student may wish to remain in country but change to a different host club.

Although club members and host families may have trouble understanding how the student is feeling, the student would find it helpful to know that the club continues to be reassuring and supportive. Club members and host families may feel ambivalent about their roles and unclear about their boundaries. However, they need to do whatever is necessary to reassure the student of their support at all times.

Addressing issues within the club

When addressing an allegation of abuse or harassment, the most important concern is the safety of youth. Club members should not speculate or offer personal opinions that could potentially hinder any police or criminal investigations. Rotarians must not become involved in investigations. Making comments about alleged victims in support of alleged abusers violates both the Statement of Conduct for Working with Youth and Rotary ideals. Comments made against an alleged abuser could lead to a slander or libel claim filed against Rotarians or clubs by the alleged abuser.

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Adopted by the RI Board of Directors, November 2002

Youth Exchange Section – PD110
Rotary International
One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201-3698 USA
E-mail: youthexchange@rotary.org

(June 2006)

APPENDIX C

Youth Volunteer Affidavit

Note: A local attorney must review this form to ensure compliance with local laws.

District _____ is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, their spouses and partners, and any other volunteers to safeguard to the best of their ability the welfare of children and young people involved in Rotary programs or activities and prevent physical, sexual, or emotional abuse of young participants.

This information may be provided to an outside agency that this district has contracted with to conduct background checks.

PERSONAL INFORMATION

Name: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

How long at this address? _____ (If fewer than five years, list previous residence[s] on the back of this sheet.)

Government Identification (e.g., Social Security Number): _____

Date of Birth (dd/mm/yyyy): _____

CONSENT

I certify that all of the statements in this affidavit, and in any attachments hereto, are true and correct to the best of my knowledge and that I have not withheld any information that would affect this affidavit unfavorably. I understand that District _____ youth programs will deny a volunteer position to anyone convicted of a crime of violence.

I give my permission to District _____ to verify information given in this affidavit, including searches of law enforcement and published records (including driving records and criminal background checks) and contact with my former employers and with references provided. I understand that this information will be used, in part, to determine my eligibility for a volunteer position. I also understand that as long as I remain a volunteer, this information may be checked again at any time. I understand that I will have an opportunity to review the criminal history and, if I dispute the record as received, a procedure is available for clarification.

WAIVER

IN CONSIDERATION of my acceptance and participation in the youth programs, I, to the full extent permitted by law, hereby release and agree to save, hold harmless, and indemnify all members, officers, directors, committee members, and employees of the participating Rotary clubs and districts, and of Rotary International ("Indemnitees"), from any or all liability for any loss, property damage, personal injury, or death, including any such liability that may arise out of the negligence of any of the Indemnitees or may be suffered or claimed by me as a result of an investigation of my background in connection with this affidavit.

I further agree to conform to the rules, regulations, and policies of Rotary International, the District _____ youth programs and its affiliates.

I acknowledge that I have read and understand the above affidavit, consent, and waiver and that I sign this form voluntarily.

Signature of Applicant: _____

Please Print Name: _____ Date: _____

ADDITIONAL INFORMATION

Home Phone: _____ E-mail: _____

Business Phone: _____ Fax: _____

Are you a member of a Rotary club? ☐ Yes ☐ No

If yes, indicate club name and year joined: _____

Position applied for: _____

Have you held a Rotary youth programs position in the past? ☐ Yes ☐ No

If yes, what position and when? _____

_____

EMPLOYMENT HISTORY (for the past five years; attach additional sheets, if necessary)

Current Employer: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

Phone: _____ Position: _____

Dates of Employment: _____ Supervisor's Name: _____

Previous Employer: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

Phone: _____ Position: _____

Dates of Employment: _____ Supervisor's Name: _____

VOLUNTEER HISTORY WITH YOUTH (for the past five years; attach additional sheets, if necessary)

Organization: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

Phone: _____ Position: _____

Dates Held: _____ Director's Name: _____

Organization: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

Phone: _____ Position: _____

Dates Held: _____ Director's Name: _____

PERSONAL REFERENCES (may not be relatives; no more than one former or current Rotarian)

1. Name: _____

   Address: _____

   City: _____ State/Province: _____ Postal Code: _____

   Phone: _____ Relationship: _____

2. Name: _____

   Address: _____

   City: _____ State/Province: _____ Postal Code: _____

   Phone: _____ Relationship: _____

3. Name: _____

   Address: _____

   City: _____ State/Province: _____ Postal Code: _____

   Phone: _____ Relationship: _____

QUALIFICATIONS AND TRAINING

What relevant qualifications or training do you have for this position? Please describe in full.

_____

_____

_____

CRIMINAL HISTORY

1. Have you ever been charged with, been convicted of, or pled guilty to any crime(s)? ☐ Yes ☐ No
2. Have you ever been subject to any court order (including civil, family, and criminal courts) involving sexual, physical, or verbal abuse, including but not limited to domestic violence or civil harassment injunction or protective order? ☐ Yes ☐ No

If yes, please explain. Also indicate dates(s) of incidents(s) and the country and state in which each occurred (attach a separate sheet, if needed).

_____

_____

_____

For District Use Only:

_____ References checked by _____
DATE INITIALS

_____ Interview completed by _____
DATE INITIALS

_____ Background check completed by _____
DATE INITIALS

Additional Resources

World Health Organization, www.who.int
Research on sexual abuse and its prevention worldwide, including "World Report on Violence and Health" at www.who.int/violence_injury_prevention /violence/world_report/en and country-specific information on sexual violence at www.svri.org/countries.htm

UNICEF, www.unicef.org
Information on the protection of the rights of young people, including a fact sheet on youth rights at www.unicef.org/voy/explore/rights/explore_148.html and the UN Convention on the Rights of the Child at www.unicef.org/crc /crc.htm

International Society for Prevention of Child Abuse and Neglect, www.ispcan.org
Abuse prevention resources, including contact information for national partners in 17 countries and a searchable listing of worldwide publications at www.ispcan.org/resources.htm

Child-Safe, www.child-safe.org.uk/index.aspx
Information on child abuse prevention, including materials specifically addressing travel safety at www.child-safe.org.uk/products/books

Australian Institute of Family Studies, www.aifs.gov.au/nch
Links to abuse prevention resources at www.aifs.gov.au/nch/nchlinkspro.html

World Organization of the Scout Movement, www.scout.org

Boy Scouts of America, www.scouting.org

National Center for Missing and Exploited Children, www.missingkids.com

Nonprofit Risk Management Center, www.nonprofitrisk.org

American Medical Association, www.ama-assn.org
"Strategies for the Treatment and Prevention of Sexual Assault" at www.ama-assn.org/ama1/pub/upload/mm/386/sexualassault.pdf

National Center for Post-Traumatic Stress Disorder, www.ncptsd.org

WINGS Foundation, www.wingsfound.org
"Facts about Childhood Sexual Abuse" at www.wingsfound.org /statsChildhood.html

Bollinger Inc., Short Hills, New Jersey, USA

Abuse and Harassment Prevention

TRAINING LEADERS' GUIDE

ROTARY INTERNATIONAL®

This leaders' guide contains session guides, slides, handouts, and case studies for use in abuse and harassment prevention training and orientation programs for youth program volunteers, participants, and parents. The training sessions focus on awareness, prevention, and reporting. Some of the materials are specific to the Rotary Youth Exchange program but may be adapted for other audiences.

The materials included here cover only abuse and harassment prevention and assume that individual clubs, districts, and multidistricts conduct additional training and orientation sessions for other aspects of youth programs. Districts can adapt these sessions to local laws and customs and incorporate them into existing orientation programs or district assemblies. Districts should also tailor the materials to conform to district policies and cultural norms. In addition, districts may want to develop handouts that provide contact information, district-specific policies, and other specialized information.

Please share your district's materials with RI for use in future editions of this leaders' guide. We also welcome any comments or suggestions for improving these materials. Send them to

Youth Programs Department — PD100
Rotary International
One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201-3698 USA
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This guide provides information on conducting training sessions for participants in Rotary International youth programs, including adult volunteers, youth, and parents. These sessions can be used to comply with RI Board requirements for district Youth Exchange certification. The guide comes in both print and CD-ROM formats. The CD-ROM also contains electronic versions of the supporting slides, which can be customized as appropriate for your district and used with an LCD projector or printed as color slides.

Produced in nine languages and sent to all districts throughout the Rotary world, this guide serves as an outline for an effective orientation program rather than a script to be followed exactly.

For general training and logistical assistance in planning and conducting training meetings, consult your district trainer or the *District Trainer's Manual* (246-EN).

Selecting and Preparing Training Leaders

The training leaders selected to facilitate discussions will likely have varying degrees of training experience. Preparing training leaders to facilitate sessions will ensure uniformity and consistency in the training and information that they deliver. In addition to Rotarians experienced with youth protection, consider asking local psychologists, teachers, law enforcement professionals, or others involved with youth protection to serve as facilitators. Provide training leaders with the following materials for conducting each session:

- "How to Use the Session Guides" (pages 1-3)
- Guides for sessions they are facilitating
- Slides and handouts for sessions they are facilitating
- District-specific policies and optional handouts, if any, for sessions they are facilitating

How to Use the Session Guides

Session guides are designed to help training leaders facilitate meaningful discussion on each topic. Rotary International leaders' guides use the following key features:

Facilitated discussion

Session guides provide the framework for training leaders to guide participants in facilitated discussions. In such a discussion, participants are asked to respond to questions that draw on their knowledge and experience. Training leaders should remain flexible, allowing group discussions to flow while using discussion questions to guide the direction and pace of the dialogue. For more information on facilitated discussion, consult the *District Trainer's Manual* (246-EN).

Discussion questions

Discussion questions are sample questions that training leaders can pose to participants to encourage discussion about a key concept.

Sample responses

Sample responses are examples of how participants might respond to a discussion question. Training leaders may wish to use the sample responses to encourage discussion if participants are having difficulty responding to a question. Not all sample responses must be shared with participants.

Key points

Key points are concise statements to help training leaders emphasize important concepts. These points should be shared with the group. Training leaders are encouraged to restate these ideas in their own words.

Training leader's notes

Training leader's notes provide information, suggestions, and directions to help facilitate sessions.

Slide prompts

Slide prompts signal the training leader to illustrate key points by displaying a slide. The slides for this leaders' guide are provided on the accompanying CD-ROM and are available for download from www.rotary.org to allow for localizing the content.

Handout prompts

Handout prompts signal the training leader to refer to a handout related to a key point of the session. The handouts appear at the end of the end of the leaders' guide and should be distributed at the beginning of the session.

Because of the wide variations in local laws and cultural norms related to sexual abuse and harassment, districts should adapt the materials provided and create additional district-specific materials. District-developed handouts may be used to complement or replace the handouts provided by RI.

Case studies

Several case studies, based on actual situations that Rotary clubs and districts have encountered, are included as optional handouts in this leaders' guide and can be used to support many of the sessions, especially those for adult volunteers in the Youth Exchange program.

The case studies can be used in several ways:

- *As a whole group activity:* Participants read the case study individually and then discuss the questions as a group.
- *In small groups:* In groups of four or five participants, each group reviews the case study, discusses the questions, and then shares their ideas with the large group. This will require additional time.

- *As a role play:* Working in pairs or small groups, participants assume the roles in the case study (most involve one youth participant and one adult volunteer). Alternatively, the facilitator can play one role, and all of the participants can play the second role as a group.
- *As individual handouts:* Distribute the case studies as individual handouts to be used independently either during a discussion session or as a take-home reference.

Your district may also create its own case studies based on local examples, either hypothetical or real, with identifying factors changed.

Localizing the content

The session guides provide a basic instructional framework, but they cannot replace the local Rotary knowledge and experience that each individual training leader offers participants. Training leaders are encouraged to customize their sessions with their own knowledge and expertise in order to provide a program relevant to the participants in their district. The electronic versions of this leaders' guide and the slides are provided to help in adapting the content.

The sessions included in this leaders' guide are designed to cover comprehensive discussion of abuse and harassment prevention for Rotary International youth programs. If time permits, you may also consider discussing additional topics. Creativity, innovation, and local expertise will inspire participants and enhance the training. These abuse and harassment prevention sessions can be incorporated into a comprehensive orientation program for Youth Exchange students and adult volunteers and need not stand alone.

When implementing your training program, consider the following suggestions:

- Apply culturally appropriate training techniques based on the needs of the district.
- Invite past youth program participants to serve as training leaders. Former Youth Exchange students and experienced host families are excellent resources.
- Involve volunteers with professional experience in youth protection, such as social workers, therapists, law enforcement personnel, or educators.

Enliven the program by using a variety of formats, including panel discussions, audiovisual presentations, and group activities.

Session Topics and Participants

Each session is designed to address a specific abuse and harassment prevention topic for a specific audience. Sessions 1, 2, and 3 are sequential; sessions 4 and 5 may stand alone.

Both the content and the timelines for these sessions are recommended, not required. Your district may incorporate portions of any of the sessions into other training and orientation programs already conducted for youth program participants.

Session 1: Awareness and Prevention

This session is designed for all adult volunteers (both Rotarian and non-Rotarian) who wish to participate in Rotary International youth programs. For non-Rotarians attending this session, consider providing basic Rotary information and additional information on Rotary International youth programs.

Target audience: All adult volunteers interested in working with youth in a Rotary context, including:

- RYLA counselors, facilitators, and staff
- Interact advisers and committee members
- All district youth program committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisites: None

Session 2A: Recognizing Problems and Reporting

This session is designed for volunteers who have more extensive involvement with youth but are not participants in the Youth Exchange program. This session can be omitted for general groups that have limited interaction with young people.

Target audience: All adult volunteers with extensive involvement working with youth in a Rotary context but not involved in the Youth Exchange program, including:

- RYLA counselors, facilitators, and staff
- Interact advisers and committee members
- All district youth program committee members

Prerequisite: Session 1

Session 2B: Recognizing Problems and Reporting: Rotary Youth Exchange

This session is designed for volunteers who have more extensive involvement with youth through the Youth Exchange program. This session can be omitted for general groups that have limited interaction with young people.

Target audience: All adult volunteers in the Rotary Youth Exchange program, including:

- District Youth Exchange committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisite: Session 1

Session 3: Developing a Support System for Youth Exchange Students

This session is specifically targeted at the Youth Exchange program.

Target audience: All adult Youth Exchange program participants, including:

- District Youth Exchange committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisites: Sessions 1 and 2

Session 4: Preparing for a Safe Exchange Experience: Parents

This session for parents of Youth Exchange students is designed to complement existing district and multidistrict programs outlining the program's benefits and parents' responsibilities. (If your district doesn't provide such training and orientation, consider developing a program that includes the following topics: culture shock and reverse culture shock, student's personal growth, educational experience abroad, structure of the Rotary Youth Exchange program, exchange rules, role of parents, role of the student, insurance requirements, and financial responsibilities.)

Parents should receive a worksheet with emergency contact information, including the names of at least one club-level and three district-level Rotarians.

Target audience: Parents of outbound Youth Exchange students

Prerequisites: None

Session 5: Preparing for a Safe Exchange Experience: Students

This session for inbound and outbound Youth Exchange students is designed to complement existing district and multidistrict programs outlining the rules, regulations, and cultural considerations of your district's Youth Exchange program. This session focuses on abuse and harassment prevention and should be tailored to your district. Consider incorporating additional topics that relate to student safety, such as peer-to-peer abuse, peer pressure, conflicts with host siblings, privacy within the host home, or other such issues in a question-and-answer format, using past Youth Exchange students as a resource.

Target audience: Inbound and outbound Youth Exchange students

Prerequisites: None

Session 1

Awareness and Prevention

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Explain the need to safeguard young people involved in Rotary International youth programs
2. Understand RI and district abuse and harassment prevention policy
3. Identify and implement prevention techniques to meet the goal of safeguarding youth participants

Materials

Slides

1. Statement of Conduct for Working with Youth
2. Prevention Tools

Handouts

1. Statement of Conduct for Working with Youth
2. Abuse and Harassment Facts
3. Definitions of Abuse and Harassment

Optional Handouts

4A. Prevention Methods and Participants
4B. Prevention Methods and Participants: Youth Exchange
5. Case Study: Abuse or Harassment?
6. Role of the Host Family (only for sessions with host families as participants)

District Handouts

District Policy on Abuse Prevention
District Contact Information

Target Audience

All adult volunteers interested in working with youth in a Rotary context, including:

- RYLA counselors, facilitators, and staff
- Interact advisers and club contacts
- District youth program committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisites

None

NOTES

INTRODUCTION

(5 MINUTES) _____ TO _____

Key points

- More than 250,000 young people participate in Rotary International youth programs each year.
- All organizations that serve youth should have youth protection policies that include awareness and prevention training sessions.

AWARENESS

(25 MINUTES) _____ TO _____

Why are you interested in volunteering in a Rotary International youth program?

Key points

- Rotary International youth programs provide volunteer opportunities for Rotarians and non-Rotarians interested in working with youth through leadership training, international exchange, and educational programs.
- Adequate protective measures must be in place to effectively serve youth participating in these programs.

SHOW SLIDE 1

Statement of Conduct for Working with Youth

REFER TO HANDOUT 1

Statement of Conduct for Working with Youth

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Slide 1

NOTES

Key points

- In an effort to reaffirm its commitment to safeguarding young people involved in Rotary club and district activities, the RI Board of Directors developed a code of conduct for working with youth.
- RI has a zero-tolerance policy toward abuse and harassment.

What specific actions can you take in support of the Statement of Conduct for Working with Youth?

Training leader's note

— *Give participants a few minutes to write their answers on handout 1.*

What are the benefits of abuse and harassment prevention for organizations that serve youth?

Sample responses

— *Having a reputation as an organization that takes abuse seriously can help deter potential abusers.*

— *Proper response can help to prevent abuse or mitigate its effects.*

— *Potential youth participants and their families may find the programs more attractive when they know that prevention of abuse and harassment is taken seriously.*

Key point

- Clear and systematic crisis policies and procedures protect the interests of all volunteers and participants.

REFER TO HANDOUT 2

Abuse and Harassment Facts

Training leader's notes

— *Allow five minutes for participants to complete the handout exercise.*

— *Ask participants to state their level of agreement with each statement and then discuss the facts behind the common misconceptions listed on the handout.*

Answer Key (Handout 2)

1. False. Most abuse is committed by someone the victim knows and trusts (approximately 90 percent of sex offenders were relatives or acquaintances of their victims).[1]

2. False. Only 1 percent to 4 percent of sexual abuse reports are fabricated.[2]

3. False. The possibility of significant emotional harm is present whenever sexual abuse or harassment occurs. The level of trauma suffered depends on many factors, and "normal" teens can be affected to varying degrees (for example, feeling powerless to stop the situation or confused, ashamed, or isolated).

4. False. Offenders often cultivate an image of being "good with young people" in order to gain trust from the community and victims.

5. False. Poor judgment and inexperience do not mean that a student deserves to be abused.

6. True. Young people who are just growing into their sexuality are often unsure of appropriate behavior and, therefore, may not immediately object if they feel uncomfortable. As a result, teens often feel that they have participated in the activity or "led on" the offender. Social stigmas about sexuality also contribute to feelings of shame. This is especially likely in the Youth Exchange context, where inexperience with the host culture can add to the teen's confusion.

[1] National Center for Post-Traumatic Stress Disorder (www.ncptsd.org)
[2] WINGS Foundation, "Facts about Childhood Sexual Abuse" (www.wingsfound.org/statsChildhood.html)

NOTES

7. True. Within Rotary's definition, gossiping about and referring to a person's sexual attractiveness or deficiency constitute harassment. The gender of the harasser is irrelevant.

8. True. Males can be abused by females. Abuse is "engaging in implicit or explicit sexual acts with a student or forcing or encouraging a student to engage in implicit or explicit sexual acts alone or with another person of any age, of the same sex or the opposite sex." Among reported cases of sexual abuse against boys, 14 percent were committed by females.[3]

9. True. Exposing a child to sexual or pornographic material is sexual abuse.

REFER TO HANDOUT 3
Definitions of Abuse and Harassment

Key points

- Sexual abuse or harassment can occur without any physical contact. Use of words, gestures, and images can be enough.
- No person involved with Rotary International youth programs should decide whether criminal sexual abuse or harassment has occurred; this must be left to local authorities.

After discussing the facts and reading the definitions of abuse and harassment, what surprised you the most?

[3] National Center for Post-Traumatic Stress Disorder

PREVENTION

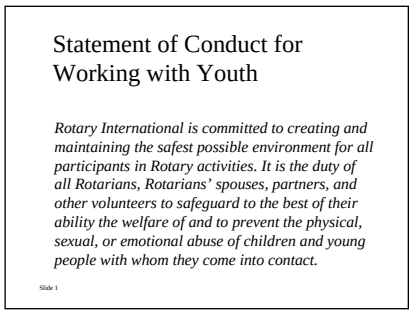
(25 MINUTES) _____ TO _____

Key points

- Youth protection policies are designed to help prevent incidences of abuse or harassment through awareness, training, and volunteer screening.
- Policies are strengthened by the actions and behaviors of individual volunteers who support the policy.

SHOW SLIDE 1

Statement of Conduct for Working with Youth



As an adult volunteer working with youth, what actions can you take to protect young people participating in the program?

Sample responses

— *Treat all youth participants with respect.*

— *Ensure that all policies for youth protection are followed, including rules for driving, supervision, and safety.*

— *Show youth participants that you are approachable and willing to listen to their problems.*

— *Provide youth participants with contact information for individuals they can go to with questions or concerns.*

— *Identify situations that might pose a special risk.*

— *Be aware that even the most mature teen is not yet an adult and that teens may misconstrue some conversations and actions.*

What safeguards are in place for young people participating in the program?

NOTES

Sample responses

— *Adult volunteers are carefully selected, screened, and trained.*

— *Guidelines may be set so that no one adult is alone with one young person (for programs other than Youth Exchange).*

— *Support is provided by the many adults involved in the program.*

What tools are in place to help prevent abuse and harassment of youth participants?

Sample responses

— ***Policy*** *emphasizing protection*

— ***Selection and screening*** *of volunteers and youth participants*

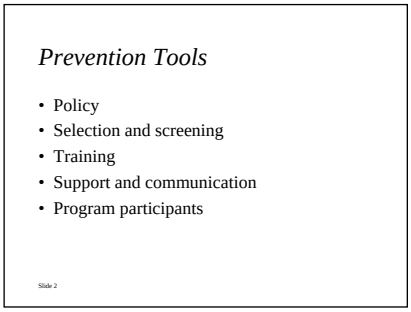
— ***Training*** *of volunteers, youth participants, and parents*

— ***Support and communication*** *with youth participants, Rotary clubs, community members, and other districts involved*

— ***Committed program participants,*** *including Rotarians, non-Rotarians, and youth united in the aim of providing the best possible experience to youth*

SHOW SLIDE 2

Prevention Tools



OPTIONAL EXERCISE

REFER TO HANDOUT 4A OR 4B

Prevention Methods and Participants

NOTES

In your role as an adult volunteer working with youth, what can you do to safeguard youth program participants?

Training leader's notes

— *Relate this question to the specific risks associated with the program or activity in which volunteers may be involved.*

— *For example, RYLA volunteers may need to pay special attention to the physical risks associated with activities such as ropes courses or abseiling (rappelling).*

— *Many volunteers working with Youth Exchange are experienced at providing a safe environment for participants. Encourage experienced volunteers to offer their guidance on the subject.*

REFER TO DISTRICT HANDOUTS

District Policies on Abuse Prevention
District Contact Information

REFER TO HANDOUT 6

Role of the Host Family
(only for sessions with host families as participants)

Training leader's notes

— *Explain specific elements of district policy related to program.*

— *Give participants contact information for Rotarian to be notified in case of questions or concerns, usually a district child protection officer.*

NOTES

OPTIONAL EXERCISE

REFER TO HANDOUT 5

Case Study: Abuse or Harassment?

If you suspect sexual abuse or harassment, what should you do?

Sample responses

— *Act to ensure the young person's safety.*

— *Report your suspicions to appropriate authorities in your area (this may include child or family services, law enforcement personnel, or other agencies).*

— *Immediately inform your district governor or district child protection officer.*

— *Talk to the adults directly responsible for the student's supervision (host club Youth Exchange officer, student's counselor, RYLA director, etc.), unless you suspect that this might put the student at greater risk.*

— *Seek support services for student, such as hotlines and counseling (or ensure that club is doing so).*

Training leader's note

— *In some countries, mandatory reporting laws may also require specific individuals, such as teachers, doctors, or clergy, to report suspected abuse.*

REVIEW

(5 MINUTES) _____ TO _____

Key points

- Sexual abuse and harassment are real problems that any young person may face.
- All adult volunteers are responsible for ensuring the safety of youth participants.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

Session 2A

Recognizing Problems and Reporting

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Recognize and respond to possible sexual abuse or harassment of young people participating in Rotary International programs
2. Understand RI and district policy for reporting sexual abuse and harassment allegations

Materials

Slide

3. Recognizing Abuse and Harassment

Handouts

7. Recognizing the Signs and Symptoms of Abuse and Harassment
8. Abuse and Harassment Reporting

Optional Handouts

9. Signs and Symptoms Case Study: "Rita"
10. Report and Follow-through Case Study: "Jacob" (part 1 only)

District Handouts

District Allegation Reporting Procedures
District Contact Information

Target Audience

All adult volunteers who work extensively with youth in a Rotary context but are not involved in the Youth Exchange program, including:

- RYLA counselors, facilitators, and staff
- Interact advisers and committee members
- District youth program committee members

Prerequisites

Session 1: Awareness and Prevention

NOTES

INTRODUCTION

(5 MINUTES) _____ TO _____

Key points

- Rotary International takes youth protection very seriously and has specific reporting guidelines for handling allegations of sexual abuse and harassment.
- Every allegation must be taken seriously and reported to the appropriate authorities.

RECOGNIZING PROBLEMS AND REPORTING

(50 MINUTES) _____ TO _____

What would make you suspect that a youth participant is being sexually abused or harassed?

REFER TO HANDOUT 7

Recognizing the Signs and Symptoms of Abuse and Harassment

Sample responses

— *Becomes extremely active or extremely withdrawn*

— *Displays low self-esteem*

— *Expresses general feelings of shame*

— *Begins to perform badly in school*

— *Develops an eating disorder (especially common for girls)*

— *Becomes aggressive or a "risk-taker" (especially common for boys)*

— *Has trouble sleeping or has nightmares*

— *Becomes irritable or has angry outbursts*

— *Becomes anxious or depressed*

NOTES

— *Displays symptoms of physical tension such as headaches, stomach trouble, back pain*

— *Has suicidal thoughts or engages in self-destructive behavior*

— *Becomes involved with drugs or alcohol*

SHOW SLIDE 3

Recognizing Abuse and Harassment

Recognizing Abuse and Harassment

The signs of abuse and harassment are often the same as other problems.

Watch for:

– Sudden changes in behavior
– Clusters of symptoms
– Drop off in school performance

Slide 3

OPTIONAL EXERCISE

REFER TO HANDOUT 9

Signs and Symptoms Case Study: "Rita"

Key points

- The signs of abuse and harassment can sometimes be difficult to distinguish from attitude problems, drug use, or other troubles. **Take time to learn what is really going on.**
- Watch for sudden changes in behavior or clusters of symptoms.
- Each young person is an individual and will respond uniquely.
- Understand that young people may behave poorly not because they are "bad kids" but because they may have suffered psychological or physical trauma. This trauma may have occurred before or during participation in the program.

In some cases, a youth participant will tell someone that he or she has been abused or harassed. Who should be prepared to handle this situation?

NOTES

Sample responses

— *All adult volunteers and others involved with young people*

— *The student's parents. Students often first report a problem of abuse or harassment to their parents.*

— *Teachers, clergy, or other adults involved with the young person, who may act as an intermediary to report an allegation*

— *Other young people. Often, a student will share an experience with a peer instead of an adult.*

— *Club and district officers and their spouses. A young person involved in an abuse situation may feel more comfortable reporting to someone of a specific gender. Spouses of club and district leaders are sometimes the first person a young person tells.*

Key points

- A victim of abuse or harassment will report the situation to someone he or she feels comfortable with. This could be a peer, teacher, trusted adult, or relative.
- Effective orientation programs for youth participants should focus on the importance of immediately reporting any incident of abuse or harassment and provide specific information on how to report.

What should you do if a young person reports an incident of abuse or harassment or if you suspect that abuse or harassment has occurred?

Sample responses

— *Act to ensure the young person's safety.*

— *Report the problem to appropriate authorities in your area.*

— *Inform your district governor.*

— *Talk to the adults directly responsible for the young person's supervision, unless you suspect that this may place the young person at greater risk.*

— *Talk to the young person's parents.*

— *Seek support services for the young person, such as hotlines and counseling (or ensure that the club is doing so).*

— *Understand a young person's emotional and physical needs in the event of such an incident.*

Training leader's note

— *Although session 1 includes a similar question with similar sample responses, the key points are new and serve as an introduction to this session's discussion on reporting.*

Key points

- The first priority is to protect the young person. Even a low level of suspicion by an adult volunteer or a vague report from a young person should trigger an active response.
- All suspected cases of abuse or harassment must be taken seriously, though the appropriate response to suspicion of abuse can vary. If your district has a policy for handling suspected abuse and harassment, refer to it when deciding appropriate actions to take.
- Be aware that adult volunteers may have obligations under local law. In some countries, certain individuals (for example, teachers and medical personnel) must report suspected abuse to designated authorities.
- Make sure that the youth's safety is the first consideration when any decision is made.
- Do not "side with" the alleged offender.
- Reassure the young person that you believe his or her allegations and that he or she was right to report the incident.

NOTES

- Educate others who may be acting on misconceptions about abuse and harassment.
- Do not allow anyone to punish the young person for reporting the incident.
- Make sure that everyone involved — including the youth program participant and parents — is informed.
- Ensure that any decision made is based on thorough investigation rather than hearsay from the club.

What actions should be taken with the adult against whom the allegations have been made?

Key points

- While an investigation is pending, the person should have no contact with youth.
- If the adult confesses, is convicted, or is otherwise found guilty of sexual abuse or harassment, he or she must be permanently barred from Rotary International youth programs. If the person is a Rotarian, he or she must be removed from membership in any Rotary club.
- If an investigation is inconclusive, consult the district youth protection officer to make recommendations on the best course of action.

REFER TO HANDOUT 8
Abuse and Harassment Reporting

REFER TO DISTRICT HANDOUTS
District Allegation Reporting Procedures
District Contact Information

NOTES

Training leader's notes

— *Explain specific elements of district policy on allegations and reporting.*

— *Handout 8 may be used independently or in conjunction with a district-developed handout.*

— *Consider using the full text of the Sexual Abuse and Harassment Allegation Reporting Guidelines (appendix B in this manual) as a handout for this session.*

— *Provide contact information for the Rotarian who should be notified in case of questions or concerns, usually a district youth protection officer. Some districts have an independent counselor on call to assist with any reported incident.*

OPTIONAL EXERCISE

REFER TO HANDOUT 10

Report and Follow-through Case Study: "Jacob" (part 1)

Key points

- Young people who suffer sexual abuse or harassment often feel powerless, so it's important to give them the opportunity to make choices, when possible.
- Teach others that victims of abuse and harassment often resort to antisocial behavior because of their trauma and should be given support services rather than punishment or criticism.

REVIEW

(5 MINUTES) _____ TO _____

Key points

- Every allegation of sexual abuse or harassment must be taken seriously and handled according to district requirements.
- District governors or district youth protection officers serve the critical role of coordinating response to an allegation.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

Session 2B

Recognizing Problems and Reporting: Rotary Youth Exchange

(90 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Recognize and respond to sexual abuse or harassment situations involving young people
2. Understand RI and district policy on reporting allegations of sexual abuse and harassment
3. Identify methods for responding to an allegation of sexual abuse or harassment

Materials

Slides

3. Recognizing Abuse and Harassment
4. Responding to an Allegation

Handouts

7. Recognizing the Signs and Symptoms of Abuse and Harassment
8. Abuse and Harassment Reporting

Optional Handouts

9. Signs and Symptoms Case Study: "Rita"
10. Report and Follow-through Case Study: "Jacob"
11. Role of the Rotarian Counselor
12. Role of the Club and District Youth Exchange Officer

District Handouts

District Allegation Reporting Procedures
District Contact Information

Target Audience

All adult volunteers in the Rotary Youth Exchange program, including

- All district Youth Exchange committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisites

Session 1: Awareness and Prevention

NOTES

Introduction

(5 minutes) _____ to _____

Key points

- Rotary International takes youth protection very seriously and has specific reporting guidelines for handling allegations of sexual abuse and harassment.
- Rotary's abuse prevention system has many layers that work together, and each participant has a role to play. For example, the district Youth Exchange committee creates a youth protection policy, and district or club officers carefully screen and select each adult involved in the Youth Exchange program.
- Every allegation of abuse or harassment must be taken seriously. Criminal allegations must be reported to the appropriate authorities.

Recognizing Problems and Reporting

(45 minutes) _____ to _____

Key points

- Most of the time, Youth Exchange is a rewarding experience that allows participants to experience a new culture in a safe environment.
- On the rare occasions when problems occur, counselors and Youth Exchange officers should be able to recognize signs of difficulty and determine the necessary level of response.

What challenges might your students experience in adjusting to their new environments?

NOTES

Sample responses

— *Homesickness*

— *Language difficulty*

— *Difficulty making friends*

— *Difficulty interpreting culture-specific social cues*

— *Host family conflicts*

— *Discipline or attitude problems*

— *Other emotional difficulties*

How will you know when your student is facing these challenges?

Sample responses

The student . . .

— *Talks to counselor about academic struggles, homesickness, language difficulty, or related problems*

— *Asks to move to a new host family*

— *Doesn't seem to be learning the language of the host country*

— *Doesn't talk about new friends or positive activities*

— *Calls home frequently*

— *Becomes irritable or has angry outbursts*

— *Becomes anxious or depressed*

The host family or school officials . . .

— *Complain of attitude problems*

— *Notify you of poor academic performance*

— *Share concerns about inadequate social adjustment*

What should you do if you recognize any of these signs?

NOTES

Sample responses

— *Talk to the student about the signs you are seeing.*

— *Ask open-ended questions that get the student talking.*

— *Help the student find activities to become involved in.*

— *Offer or help arrange additional language assistance.*

— *Encourage the student to speak with the host family or serve as a mediator between the student and the host family.*

— *Speak with school or community members to arrange help for student.*

— *Seek support services such as medical assistance, counseling, or support hotlines.*

— *Notify your district Youth Exchange chair if local action fails to resolve low-level challenges or if a serious problem occurs.*

What student actions or behaviors might lead you to suspect a student is being abused or harassed?

REFER TO HANDOUT 7
Recognizing the Signs and Symptoms of Abuse and Harassment

Sample responses

— *Expresses sudden, unexplained homesickness*

— *Becomes extremely active or withdrawn*

— *Displays low self-esteem*

— *Expresses general feelings of shame*

— *Begins performing badly in school*

NOTES

— *Develops an eating disorder (especially common for girls)*

— *Becomes aggressive or a "risk taker" (especially common for boys)*

— *Has trouble sleeping or has nightmares*

— *Becomes irritable or has angry outbursts*

— *Becomes anxious or depressed*

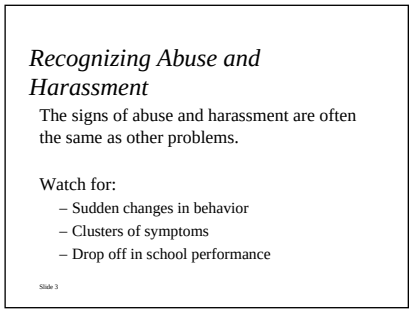
— *Displays symptoms of physical tension, such as headaches, stomach trouble, back pain*

— *Has suicidal thoughts or engages in self-destructive behavior*

— *Becomes involved with drugs or alcohol*

SHOW SLIDE 3

Recognizing Abuse and Harassment



OPTIONAL EXERCISE

REFER TO HANDOUT 9

Signs and Symptoms Case Study: "Rita"

Key points

- The signs of sexual abuse and harassment are often difficult to distinguish from cultural adjustments, attitude problems, drug use, or other troubles. **Take the time to learn what is really going on.**
- Watch for sudden changes in behavior or clusters of symptoms.
- Each young person is an individual and will respond uniquely.
- Understand that young people may behave poorly not because they are "bad kids" but because they may have suffered psychological or physical trauma. This trauma may have occurred before or during participation in the program.

NOTES

How will you know when a problem is serious enough that you must take decisive and immediate action?

Training leader's notes

— *Ask an experienced Rotarian in the group to share a brief account of helping a student through a common Youth Exchange challenge.*

— *Allow a few minutes for the Rotarian to speak about his or her experience.*

In some cases, a youth participant will report to someone that he or she has been abused or harassed. Who should be prepared for this situation?

Sample responses

— *All adult volunteers and others involved with young people*

— *The student's parents*

— *Teachers, clergy, or other adults involved with the young person who may act as an intermediary to report an allegation*

— *Fellow Youth Exchange students*

— *Host families, including host brothers or sisters who may be closer in age to the student*

— *Club and district officers, Rotarian counselors, and their spouses*

NOTES

Key points

- A victim of abuse or harassment will report to someone he or she feels comfortable with. This could be a peer, teacher or other trusted adult, or relative.
- Students often first report a problem of abuse or harassment to their parents.
- Often, a student will share an experience with a peer instead of an adult.
- A young person involved in an abuse situation may feel more comfortable reporting to someone of a specific gender. Sometimes, the first person a young person reports to is the spouse of a club or district leader.
- Effective orientation programs for youth participants should focus on the importance of immediately reporting any incident of abuse or harassment and specific information on how to report.
- Your district has adopted guidelines to follow when there is a report of sexual abuse or harassment.

What should you do if a student reports an incident of abuse or harassment or if you suspect that abuse or harassment has occurred?

Sample responses

— *Act immediately to ensure the student's safety. This may involve removing a student from an activity or host family.*

— *Reassure the student that you believe his or her report and that the student was right to report.*

— *Respond to an allegation nonjudgmentally.*

— *Understand a student's emotional and physical needs in the event of an incident.*

NOTES

— *Talk to the student about the signs you are seeing. If the student wishes not to speak with you or the counselor about the situation, strongly encourage the student to talk to someone else.*

— *Report the allegation to appropriate authorities in your area, which may include child protection services or law enforcement authorities.*

— *Inform your district Youth Exchange chair, district youth protection officer, or district governor.*

— *Seek support services for the student, such as medical assistance, hotlines, and counseling.*

Training leader's note

— *Although questions and sample responses similar to those above are included in session 1, the key points are new and serve as an introduction to this session's discussion on reporting.*

Key points

- Suspected abuse and harassment must be treated as serious safety concerns.
- All allegations of sexual abuse or harassment must be taken seriously, though the appropriate response to suspicion of abuse or harassment can vary from one country to another.
- The first priority is to protect the student's safety. Even a low level of suspicion should trigger an active response. This may require a counselor to contact support services, law enforcement, and/or the district Youth Exchange chair.
- Be aware that adult volunteers may have obligations under local law. In some locations, certain individuals must report suspected abuse to designated authorities. Counselors should investigate their obligations.

NOTES

REFER TO HANDOUT 8

Abuse and Harassment Reporting

REFER TO DISTRICT HANDOUTS

District Allegation Reporting Procedures
District Contact Information

Training leader's notes

— *Explain specific elements of district policy on reporting of allegations.*

— *Handout 8 may be used independently or in conjunction with a district-developed handout.*

— *Consider using the full text of the Sexual Abuse and Harassment Allegation Reporting Guidelines (appendix B in this manual) as a handout for Rotarian counselors and club and district officers participating in this session.*

— *Provide contact information of the Rotarian to be notified in case of questions or concerns, usually a district youth protection officer. Some districts have an independent counselor on call to assist with any reported incident.*

Responding to Allegations

(35 MINUTES) _____ TO _____

SHOW SLIDE 4

Responding to an Allegation

Responding to an Allegation

1. Receiving a report
2. Immediate response
3. Follow-through

Slide 4

Training leader's notes

— *The discussion so far has focused on recognizing abuse and harassment and the first stage of responding to an allegation, which is receiving the report.*

— *The remainder of the discussion will focus on immediate response and necessary follow-through.*

Key points

- Youth Exchange officers may wish to keep a copy of the allegation reporting form on hand at all times in case of emergency.
- All Youth Exchange volunteers should be instructed to follow a specific chain of communication in the district and report any allegations to the designated Rotarian (usually the district youth protection officer or district Youth Exchange officer).
- District Youth Exchange officers should take responsibility for ensuring that each step of the procedure is followed.
- If an allegation is made against any adult volunteer involved in the Youth Exchange program, he or she must immediately step down from his or her position and cooperate with any investigation(s).

After an allegation is reported, what should you do to follow through?

NOTES

Sample responses

— *Provide support services to the student.*

— *Remove the alleged offender from contact with youth for duration of investigation.*

— *Cooperate with law enforcement authorities.*

— *Offer an independent, non-Rotarian counselor to the student.*

— *Offer the student the option of staying in host country or going home (with parents' written approval).*

— *Contact the student's parents, usually through sponsor district chair.*

— *Contact the district Youth Exchange chair in partner district.*

— *Provide follow-up reports to Rotary International.*

— *Educate others who may be acting on misconceptions about abuse and harassment.*

— *Do not allow anyone to punish the student for reporting the incident.*

— *Make sure that the student's safety is the first consideration when any decision is made.*

— *Do not "side with" the alleged offender.*

— *Make sure that everyone involved is informed — this could include the student, the student's parents, the host family, the host and sponsor districts, the host and sponsor clubs, or school officials.*

— *If the student wants to continue with the exchange, consider transferring him or her to a new host family, host club, or school rather than sending the student home early.*

— *Ensure that any decision made is based on thorough investigation rather than "taking the club's word for it."*

NOTES

OPTIONAL EXERCISE

REFER TO HANDOUT 10

Report and Follow-through Case Study:
"Jacob" (part 1)

What procedures should be followed with respect to the adult against whom the allegations have been made?

Sample responses

— *While an investigation is pending, the person should have no contact with youth in a Rotary International program or activity.*

— *If a law enforcement investigation is inconclusive, consult the district youth protection officer or district review committee to make recommendations on the best course of action.*

Key point

- If the adult confesses, is convicted, or is otherwise found guilty of sexual abuse or harassment, he or she must be permanently barred from Rotary youth programs. If the person is a Rotarian, he or she must be removed from membership in the Rotary club and barred from membership in other Rotary clubs.

How do you determine when to send a student home in an abuse or harassment situation?

NOTES

Key points

- Students who experience sexual abuse or harassment may not report it because they fear that they will automatically be sent home.
- Ask the student which option he or she would prefer, and share this information with the student's parents or legal guardian (their written authorization is required should the student wish to remain). Young people who suffer sexual abuse or harassment often feel powerless, so it's important to give them the opportunity to make choices, when possible.
- Teach others that victims of abuse and harassment often resort to antisocial behavior because of their trauma and should be given support services rather than punishment or criticism.
- Don't allow anyone to punish the student for reporting the incident.

Training leader's note

— *If the student chooses to return to his or her home country, consult with law enforcement before making travel arrangements. It may be unlawful for a witness or a victim of a crime to leave the country.*

OPTIONAL EXERCISE

REFER TO HANDOUT 10

Report and Follow-through Case Study: "Jacob" (parts 2 and 3)

OPTIONAL HANDOUTS

REFER TO HANDOUTS 11 AND 12

Role of the Rotarian Counselor

Role of the Club and District Youth Exchange Officer

REVIEW

(5 MINUTES) _____ TO _____

Key points

- Every allegation of sexual abuse or harassment must be taken seriously and handled according to district requirements.
- Youth Exchange officers serve the critical role of coordinating abuse and harassment prevention and responding to an allegation.
- Rotarian counselors are often the first people to whom a report is made.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

Session 3

Developing a Support System for Youth Exchange Students

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Explain to all adult volunteers the need to safeguard Rotary Youth Exchange students
2. Understand RI and district policy on abuse and harassment prevention
3. Develop and implement prevention and management techniques to safeguard participants

Materials

Slide

5. Youth Exchange Support System

Handouts

11. Role of the Rotarian Counselor
12. Role of the Club and District Youth Exchange Officer

Optional Handout

13. Developing a Support System for Students

Target Audience

All adult Youth Exchange program participants, including:

- District Youth Exchange committee members
- Adult members of host families
- Rotarian counselors
- Club Youth Exchange committee members and contacts

Prerequisites

Sessions 1 and 2

INTRODUCTION

(5 MINUTES) _____ TO _____

Key points

- The Rotary Youth Exchange program has the highest participation rates among RI Structured Programs (96 percent of all districts participate).
- An effective abuse and harassment prevention and management plan is critical to the continued success of this program.

REFER TO HANDOUTS 11 AND 12

Role of the Rotarian Counselor
Role of the Club and District Youth Exchange Officer

As a Youth Exchange officer or counselor, what is your role in the program?

Sample responses

— *Provide support for students to ensure success in the program.*

— *Coordinate participation in Youth Exchange.*

— *Communicate with international contacts and students.*

— *Coordinate selection and orientation.*

— *Assist clubs in carrying out responsibilities, including selection and training of host families and club-level volunteers.*

— *Ensure that all participants understand expectations and responsibilities.*

— *Meet with students regularly (at least once a month for counselors).*

NOTES

Key points

- District Youth Exchange officers serve the critical role of coordinating the activity of all program participants.
- Club Youth Exchange officers act as the primary link between host families, students, and the district.
- Rotarian counselors serve as the most important link between students and Rotary club and district support.

Developing a Support System

(50 minutes) _____ to _____

How does a support system for students augment a district's abuse and harassment prevention system?

Sample responses

— *Ensures that the student has **contact** with many trustworthy people*

— *Gives the student **information** about abuse and harassment, local conditions, safe habits, and places to go for help*

— *Assigns adults responsible for **monitoring** the student's progress and, if necessary, providing **early support** before a problem escalates*

NOTES

How can you ensure that students are informed?

Sample responses

— *Talk openly about sexual abuse and harassment prevention.*

— *Talk to students about your country's culture so that they will be able to tell the difference between normal behavior and inappropriate sexual conduct.*

— *Give the student a list of phone numbers and other contact information for support services in your community, including health-care providers, emotional support services, crisis hotlines, law enforcement authorities, and any other relevant resource.*

— *Talk to the student about special risks posed by his or her new environment — for example, neighborhoods to avoid, time of night when it becomes unsafe to travel alone or in small groups, local attitudes toward foreigners.*

What suggestions do you have for establishing a positive support system for Youth Exchange students hosted in your club or district?

Sample responses

— *Ensure that the student regularly attends Rotary club meetings and activities and is introduced to individual Rotarians.*

— *Make a special effort to introduce the student to adults of the same gender as the student, and encourage the student and the adult to establish an independent communication routine.*

— *Encourage the student to participate in school and community activities. Before the exchange, learn about the student's interests and plan to introduce the student to groups involved in related activities.*

NOTES

— *Invite one or more students to share a meal with your family at your home.*

— *Set up a schedule for meeting with or calling each student. Give the student phone numbers where you can be reached at any time.*

— *Get to know the student's guidance counselor and teachers, and talk to them regularly about the student's progress.*

— *Meet with the student's host families in their homes throughout the exchange. Help them to understand their role as hosts, and look for any conditions in the host family that might put the student at risk.*

— *Establish an emergency plan for each student, with many different ways of contacting someone for assistance (phone, e-mail, in person, postcard).*

What are the benefits of providing consistent sexual abuse and harassment prevention and reporting services for Rotary Youth Exchange programs in all districts?

Sample responses

— *Rotarians can be confident that international exchange partners are applying protection measures that meet the same minimum standards as their own program.*

— *Proper response can help to prevent abuse or mitigate its effects.*

— *Potential students, their parents, and host families may find the program more attractive if they know that prevention of sexual abuse and harassment is taken seriously.*

NOTES

Who is responsible for safeguarding Youth Exchange students?

Key point

- Everyone — all Rotarians and adults involved in the program and the students themselves — shares a responsibility for contributing to a safe environment.

Which individuals make up the support system for Youth Exchange students?

Key point

- A support system for students includes almost everyone with whom they come into contact.

Sample responses

— *District governor (ultimately responsible for oversight of program; appoints district chair)*

— *District Youth Exchange officers (coordinate program operations and club participation)*

— *Club president (supports club participation; appoints club Youth Exchange officer)*

— *Club Youth Exchange officer (plans for and carries out the sponsoring and hosting of students)*

— *Rotarian counselor (acts as liaison between club and each student)*

— *Host families (provide room, board, and supportive environment for student)*

— *Parents (cover necessary costs — airfare, insurance, spending money; communicate with student throughout exchange)*

— *Student (serves as ambassador of his or her country and sponsoring Rotary club/district; abides by program rules; brings problems to attention of Rotarian counselor or other appropriate adult)*

NOTES

SHOW SLIDE 5
Youth Exchange Support System

Youth Exchange Support System

- District governor
- District Youth Exchange officers
- Club president
- Club Youth Exchange officer
- Rotarian counselor
- Host families
- Parents
- Students

Slide 5

How do each of these individuals contribute to an effective support system for students?

OPTIONAL EXERCISE
REFER TO HANDOUT 13
Developing a Support System for Students

What special barriers separate exchange students from their host communities?

Sample responses

— *Language*

— *Cultural misunderstanding*

— *Reluctance to talk about sensitive matters with people they don't know well*

— *Shame or feeling that they have done something wrong or disappointed family members or their Rotary club*

NOTES

How will you overcome these barriers to provide an effective support system?

Sample responses

— *Provide an emergency contact who speaks the student's language.*

— *Train student and volunteers to talk through situations nonjudgmentally.*

— *Provide many adult contacts so students can speak with whomever they feel most comfortable.*

— *Conduct inbound orientation programs with club counselors and others in the support system.*

You may have the special challenge of recognizing problems even if you don't have personal contact with students in your district. How will you know when to suspect abuse and harassment without actually seeing the student?

What kinds of reports from clubs should put you on alert?

What kind of warning signs might you see in an e-mail from an outbound student sponsored by your district?

How do you distinguish between a challenging host family situation and abuse?

NOTES

Between cultural miscommunications and abuse?

Between the reaction of a concerned parent whose child is abroad for the first time and abuse?

Training leader's note

— *Ask an experienced Youth Exchange officer or counselor in the group to share an example of a time when abuse or harassment was suspected even though there was no personal contact with a student.*

REVIEW

(5 MINUTES) _____ TO _____

Key points

- Sexual abuse and harassment are real problems that any young person may face.
- Every student should have a strong support system throughout his or her exchange.
- Effective support systems that include a focus on sexual abuse and harassment prevention and response are critical to the protection of Youth Exchange students.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

Session 4

Preparing for a Safe Exchange Experience: Parents of Youth Exchange Students

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Identify potential risks associated with study abroad experiences
2. Recognize the necessary skills for a safe exchange and the importance of reporting any incident of abuse or harassment
3. Understand the steps that Rotary districts take to help to protect students participating in Youth Exchange

Materials

Slides

5. Youth Exchange Support System
6. Statement of Conduct for Working with Youth

Handout

14. Preparing for a Safe Exchange Experience: Parents

Optional Handout

15. Case Study: Parents of Exchange Students

District Handouts

May include handouts on district program rules, emergency procedures, contact information, and other student support system information

Target Audience

Parents of outbound Youth Exchange students

Prerequisites

None

INTRODUCTION

(15 MINUTES) _____ TO _____

Training leader's notes

— *Previous orientation sessions for parents should have focused on the structure of your district's Youth Exchange program, the financial and insurance responsibilities of parents, the exchange experience, and other details.*

— *This session focuses on student safety, especially what Rotary districts, parents, and participating students can do.*

— *Specific information about your district's policies and the policies of your partner district should be included in this session.*

— *If your district has specific insurance requirements, consider adding that information to this session.*

Key points

- The Rotary Youth Exchange program provides young people ages 15-19 with the opportunity to experience other cultures and develop a broader view of the world.
- Youth Exchange involves more than 7,000 students and represents more than 80 different countries or regions annually.
- Traveling the world, either as an individual or as a Youth Exchange ambassador, involves some risk.

What risks might a student face while participating in Youth Exchange?

NOTES

Sample responses

— *Theft*

— *Illness or injury*

— *Accident*

— *Travel difficulties*

— *Harassment*

— *Natural disaster*

— *Political unrest*

— *Drug/alcohol abuse*

— *Physical/sexual/emotional abuse*

What risks are you most concerned about while your son or daughter is away?

How are these risks different from risks at home?

Key points

- Parents should understand that all of these risks are present, in various degrees, when the student is at home.
- As foreigners, Youth Exchange students may look very different from the local population, making them a possible target for theft or violence.
- Youth Exchange students are usually very confident and may get involved in riskier situations because they think they can "handle it."
- Youth Exchange students usually place a high value on success and, in an effort to succeed on their exchange, may hide problems such as illness or abuse.

PREPARING FOR A SAFE EXCHANGE EXPERIENCE (40 MINUTES) _____ TO _____

Who shares the responsibility for keeping Youth Exchange students safe?

Sample responses

— *Rotarian and non-Rotarian volunteers*

— *Host families*

— *Counselors*

— *Students*

— *Parents*

— *Teachers and others in the host community*

Key points

- Youth Exchange is a district-run program, meaning that each Rotary district develops its own policies based on guidelines established by Rotary International.
- Rotary clubs and districts assume a degree of responsibility for the well-being of the students they host and have many safeguards in place.
- Each Rotary district has a Youth Exchange support system led by a district chair.

REFER TO HANDOUT 14

Preparing for a Safe Exchange Experience: Parents

SHOW SLIDE 5

Youth Exchange Support System

Youth Exchange Support System

- District governor
- District Youth Exchange officers
- Club president
- Club Youth Exchange officer
- Rotarian counselor
- Host families
- Parents
- Students

Slide 5

Training leader's note

— *Because most parents won't be familiar with Rotary International and district policies on youth protection, conduct this segment of the session as a lecture, rather than a discussion.*

— *Ask participants to save their questions until the end of the presentation.*

OPTIONAL EXERCISE

REFER TO HANDOUT 15

Case Study: Parents of Exchange Students

SHOW SLIDE 6

Statement of Conduct for Working with Youth

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Slide 6

Key points

- Participating Rotary clubs and districts are committed to safeguarding Youth Exchange students.
- Adults who have contact with students in the Youth Exchange program are thoroughly screened through applications, background and reference checks, and interviews.
- Host families are volunteers with an interest in learning about other cultures and a desire to host a student. Host families are both Rotarians and non-Rotarians.
- No family is required to host as a condition of their child's exchange. Host families are not paid.
- Rotary volunteers visit and interview host families before a student is placed.
- Host counselors serve as liaisons between students and their host Rotary clubs. They help students adjust to their new environment and provide support during the exchange.

NOTES

- Rotary clubs and districts provide guidance and support to all Youth Exchange students before, during, and after their exchange to help ensure a positive exchange experience.
- Students and parents receive contact information for several Rotarians at the club and district levels to ensure that someone is always available to help in an emergency.
- Each district provides incoming students with a list of local support services.
- The support system for students includes a set of program rules for student behavior.
- These program rules are designed to protect students by helping them adjust to their host family and country, providing guidelines for appropriate behavior, and protecting students from potentially risky activities.
- Although program rules — often called "the four Ds" (no dating, driving, drinking, drugs) — may vary slightly from district to district, they always prohibit drug and alcohol use, driving, unauthorized travel, and dating.

Training leader's notes

— *Ask participants if they have any questions about district policies or program rules for students.*

— *Distribute a copy of your district's program rules for exchange students as well as any other district-specific information. Explain the differences between the district in their home country and host district program rules.*

— *Designate one Rotarian on the contact sheet as the contact person if parents have any questions about material covered during the orientation session.*

REFER TO DISTRICT HANDOUTS

District program rules, emergency procedures, contact information, other student support system information

NOTES

Why do Youth Exchange programs incorporate youth protection procedures into their program guidelines?

Key points

- Any program that works with youth is vulnerable for incidents of sexual abuse and harassment.
- As parents of teenagers, participants are probably aware of similar youth protection programs put in place by schools, sports organizations, churches, and other youth-serving organizations.
- Abuse and harassment prevention is based on awareness, which is why the topic is included in training sessions for all Youth Exchange participants.

As a parent, what can you do now to ensure the safety of your son or daughter while he or she is away?

Sample responses

— *Talk about the perils of drug and alcohol use. Make sure he or she understands district policy on drug and alcohol use.*

— *Anticipate differences in cultural norms between your country and the host country. Discuss methods for adjusting to these differences.*

— *Encourage the child to develop his or her own network through social connections with other students, young people, and adults in positions of trust.*

— *Talk about the risk of sexual abuse and harassment.*

— *Provide a strong, open support system at home.*

— *Reinforce Rotary district rules prohibiting dating, drinking, driving, and drugs.*

— *Notify the district-designated Rotary contact immediately of any questions or concerns.*

REVIEW

(5 MINUTES) _____ TO _____

Key point

- The safety of Youth Exchange students is a shared responsibility of Rotarian and non-Rotarian volunteers, members of the host community, parents, and students.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

Session 5

Preparing for a Safe Exchange Experience: Inbound and Outbound Youth Exchange Students

(60 minutes)

Learning Objectives

At the end of this session, participants will be able to

1. Identify potential risks associated with study abroad experiences
2. Recognize the necessary skills for a safe exchange and the importance of reporting any incident of abuse or harassment
3. Understand the steps that Rotary districts take to help to protect students participating in Youth Exchange

Materials

Slides

5 Youth Exchange Support System
6. Statement of Conduct for Working with Youth

Handout

16. Preparing for a Safe Exchange Experience: Students

Optional Handout

17. Cultural Considerations

District Handouts

May include district program rules, emergency procedures, contact information, and other student support system information

Target Audience

Inbound and outbound Youth Exchange students

Although this session can be adapted for both inbound and outbound students, it is preferable not to mix the two groups of students for this session because each group will have different needs. For example, inbound students might have language or cultural challenges that would inhibit them from asking questions in a group setting; provide additional opportunities for students to meet individually with an appropriate Rotarian.

Prerequisites

None

INTRODUCTION

(10 MINUTES) _____ TO _____

Training leader's notes

— *Previous orientation sessions for students should have focused on the structure of your district's Youth Exchange program, the responsibilities of students as cultural ambassadors, the exchange experience, program rules, expectations, educational experience, and other details.*

— *This session focuses on student safety, especially what Rotary districts and participating students can do.*

— *Specific information about your district's policies and the policies of your partner district should be included in this session.*

Key points

- The Rotary Youth Exchange program provides young people ages 15-19 with the opportunity to experience other cultures and develop a broader view of the world.
- Youth Exchange involves more than 7,000 students annually and represents more than 80 different countries or regions.
- Traveling the world, either as an individual or as a Youth Exchange ambassador, involves some risk.

What risks might you face while studying abroad?

NOTES

Sample responses

— *Theft*

— *Illness or injury*

— *Accident*

— *Travel difficulties*

— *Harassment*

— *Natural disaster*

— *Political unrest*

— *Drug/alcohol abuse*

— *Physical/sexual/emotional abuse*

How are these risks different from risks at home?

Key points

- These risks are present, in various degrees, when you are at home.
- As foreigners, Youth Exchange students may look very different from the local population, making them a possible target for theft or violence.
- Because they are less familiar with the environment in their new country, Youth Exchange students may have more difficulty assessing risks and obtaining help when necessary.
- Youth Exchange students are usually very confident and may get involved in riskier situations because they think they can "handle it."
- Typically, Youth Exchange students are successful young people who may experience feelings of failure if they need to seek help for problems such as illness or abuse.

PREPARING FOR YOUR EXCHANGE EXPERIENCE

(25 MINUTES) _____ TO _____

Who shares the responsibility for keeping Youth Exchange students safe?

Sample responses

— *Rotarian and non-Rotarian volunteers*

— *Host families*

— *Counselors*

— *Students*

— *Parents*

— *Teachers and others in the host community*

Key points

- Youth Exchange is a district-run program, meaning that each Rotary district develops its own policies based on guidelines established by Rotary International.
- Rotary clubs and districts assume a significant degree of responsibility for the well-being of the students they host and have many safeguards in place.
- Each Rotary district has a Youth Exchange support system led by a district chair.

SHOW SLIDE 5

Youth Exchange Support System

Youth Exchange Support System

- District governor
- District Youth Exchange officers
- Club president
- Club Youth Exchange officer
- Rotarian counselor
- Host families
- Parents
- Students

Slide 5

Training leader's note

— *Because most students won't be familiar with Rotary policies on youth protection, conduct this segment of the session as a lecture, rather than a discussion.*

— *Ask participants to save their questions until the end of the presentation.*

NOTES

SHOW SLIDE 6

Statement of Conduct for Working with Youth

Key points

- Participating Rotary clubs and districts are committed to helping safeguard Youth Exchange students.
- Adults involved in the Youth Exchange program are thoroughly screened through applications, background and reference checks, and interviews.
- Host families are volunteers with an interest in learning about other cultures and a desire to host a student.
- No family is required to host as a condition of their son's or daughter's participation as a Youth Exchange student. Host families are not paid.
- Rotary volunteers visit and interview host families before a student is placed.
- Host counselors serve as liaisons between students and their host Rotary clubs. They help students adjust to their new environment and provide support during the exchange.
- Rotary clubs and districts provide guidance and support to all Youth Exchange students before, during, and after their exchange to help ensure a positive exchange experience.
- Students and parents receive contact information for several Rotarians at the club and district levels to ensure that someone is always available to help in an emergency.
- Each district provides incoming students with a list of local support services.

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Slide 6

NOTES

How can you contribute to your safety while studying abroad?

Sample responses

— *Behave more cautiously than at home.*

— *Be aware of surroundings.*

— *Learn about the host culture to better understand how young people are expected to behave.*

— *Ask questions and discuss any troubles with a trusted adult, even if you're embarrassed.*

— *Recognize that adjusting to life in a new country has its ups and downs.*

— *Make an effort to learn the language of the host country.*

— *Choose friends who enjoy safe, positive activities.*

— *Join school or community groups.*

— *Meet regularly with Rotary counselors to discuss all concerns.*

— *Make sure someone responsible knows where you are at all times.*

Key points

- The support system for students includes a set of program rules for student behavior.
- These program rules are designed to protect students by helping them adjust to their host family and country, providing guidelines for appropriate behavior, and protecting them from potentially risky activities.
- Although program rules — often called "the four Ds" (no dating, driving, drinking, drugs) — may vary slightly from district to district, they always prohibit drug and alcohol use, driving, unauthorized travel, and dating.

REFER TO HANDOUT 16
Preparing for a Safe Exchange Experience: Students

NOTES

How do program rules protect your safety?

Training leader's notes

— *For outbound students, provide examples of rules that inbound students are expected to follow which may seem stricter than what they're used to.*

— *For inbound students, provide copies of the district rules for Youth Exchange students, and highlight the rules focused on student protection.*

REFER TO DISTRICT HANDOUTS

District program rules, emergency procedures, contact information, other student support system information

Training leader's note

— *Ask participants if they have any questions about the district policies or program rules for Youth Exchange students, and allow time to answer them.*

Abuse, Harassment, and Reporting

(20 minutes) _____ to _____

Why do Youth Exchange students need specialized training in abuse and harassment prevention?

Key points

- Whether they're at home or abroad, young people are at risk for incidents of abuse and harassment.
- Abuse and harassment prevention is based on awareness, which is why the topic is included in training sessions for all Youth Exchange participants.

Training leader's notes

— *For both inbound and outbound students, provide examples of the district guidelines on abuse and harassment, including physical contact rules if applicable.*

— *For inbound students, provide detailed information on culturally acceptable behavior between boys and girls and adults and young people, as well as cultural norms for dating and related issues.*

— *For outbound students, provide information on your cultural norms and how they may be misinterpreted in other cultures.*

NOTES

What types of behavior do you consider harassment?

Do any of the actions we've discussed seem related to cultural differences?

Can you think of an example of a behavior in your culture that could be misinterpreted as harassment by someone from another culture?

OPTIONAL EXERCISE

REFER TO HANDOUT 17

Cultural Considerations

What should you do if you or someone you know experiences abuse or harassment?

Sample responses

— *Report it to a trusted adult: Rotarian host counselor, host family, club or district Youth Exchange officer, a teacher, your parents.*

— *Encourage a friend who tells you about a situation of abuse or harassment to report it to a responsible adult, and offer to help.*

— *Tell someone who can help you.*

— *Trust your instincts.*

NOTES

Key points

- Abuse is unlikely to stop unless it is reported.
- Even if you feel uncomfortable talking about the situation, it is better to be safe than polite.
- If you aren't comfortable with the adult's response, tell someone else.
- If it doesn't feel right, it probably isn't.
- The Youth Exchange program is committed to protecting all participants.
- To ensure the safety of all participants, students are encouraged to report any incident of abuse or harassment.

Training leader's notes

— *For outbound students, identify a Rotarian from your district for students to contact if they're uncomfortable discussing the incident with anyone in the host district or if the host district is unable to resolve the situation satisfactorily. This can be especially important in the early stages of an exchange when the student's language skills may not be as strong.*

— *For inbound students, provide several contact people along with complete district guidelines for reporting an incident.*

Review

(5 minutes) _____ to _____

Key points

- The safety of Youth Exchange students is a shared responsibility of Rotarian and non-Rotarian volunteers, members of the host community, parents, and students.
- Students are encouraged to report incidents of abuse or harassment.

Training leader's notes

— *Be sure that all questions have been answered.*

— *Review the learning objectives to ensure that all topics were covered sufficiently.*

— *Thank participants.*

Adjourn

HANDOUT 1

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

What specific actions can you take in support of this code of conduct?

-
-
-
-

HANDOUT 2

Abuse and Harassment Facts

Rate your agreement with the following statements.

	Strongly Agree				Strongly Disagree
1. Most sexual abuse and harassment is committed by strangers.	1	2	3	4	5
2. Teenagers often make up charges of sexual abuse or harassment to get attention or to get what they want from adults.	1	2	3	4	5
3. If a teacher brushes up against a student, only an oversensitive teenager will suffer significant emotional harm.	1	2	3	4	5
4. If an adult gets along well with young people, it's very unlikely that he or she is a sexual offender.	1	2	3	4	5
5. A teenager who drinks alcohol, takes drugs, or stays out late at dance clubs is asking to be a victim of sexual abuse or harassment.	1	2	3	4	5
6. Teenage victims of sexual abuse and harassment often try to keep it a secret because they may feel responsible for what's happening.	1	2	3	4	5
7. An adult volunteer gossiping about a female student's figure is sexual harassment.	1	2	3	4	5
8. Males can be sexually abused by females.	1	2	3	4	5
9. An adult host brother leaving pornographic magazines in an exchange student's room is sexual abuse.	1	2	3	4	5

HANDOUT 3

Definitions of Abuse and Harassment

Sexual abuse. Engaging in implicit or explicit sexual acts with a student or forcing or encouraging a student to engage in implicit or explicit sexual acts alone or with another person of any age, of the same sex or the opposite sex. Sexual abuse also includes nontouching offenses, such as indecent exposure and exposing a child to sexual or pornographic material.

Sexual harassment. Sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is used by sexual predators to desensitize or groom their victims.

Some examples of sexual harassment include:

- Sexual epithets, jokes, written or spoken references to sexual conduct, speaking about one's sex life in the presence of a young person, comments about an individual's sexual activity, deficiencies, or prowess
- Verbal abuse of a sexual nature
- Displaying sexually suggestive objects, pictures, or drawings
- Sexual leering or whistling, any inappropriate physical contact such as brushing or touching, obscene language or gestures, and suggestive or insulting comments

Abuse or Harassment?

Whether the alleged conduct amounts to sexual abuse or sexual harassment is not to be determined by the adult to whom allegations are made. Treat all allegations seriously.

After discussing the facts and reading the definitions of abuse and harassment, what three things surprised you most?

•

•

•

HANDOUT 4A

Prevention Methods and Participants

Abuse and harassment prevention requires committed program participants who act carefully in four key areas: selection, training/orientation, communication and support, and other policy elements.

In each of the boxes below, write in the people, policies, and tasks that create an effective prevention system for youth programs.

Selection	**Training/Orientation**
People Policies Tasks	People Policies Tasks
Communication and Support	**Other Policy Elements**
People Policies Tasks	People Policies Tasks

What other areas are important to consider in an effective prevention program?

How can you assist in creating an environment that supports abuse and harassment prevention?

HANDOUT 4B

Prevention Methods and Participants: Youth Exchange

Abuse and harassment prevention requires committed program participants who act carefully in four key areas: selection, training/orientation, communication and support, and other policy elements.

How can you work with the following people and program elements to maximize the protection of participants? What standards do applicable policies require? Place each item in the prevention tool kit into the appropriate boxes (each letter may appear in more than one box); add ideas of your own.

Prevention Tool Kit

A. Youth Volunteer Affidavit
B. Background check
C. Reference check
D. Written application
E. Personal interviews
F. Home visits
G. Multiple host families
H. Training and orientation
I. Information on local laws and customs
J. Written agreement on program requirements
K. List of emergency contacts
L. Limit access to youth program participants
M. No hosting requirement for parents of outbound students
N. Rotarian counselor for each student
O. Counselor role filled by non-host family member
P. Zero tolerance for abuse or harassment

	Selection	**Training/ Orientation**	**Communication and Support**	**Other Policy Elements**
Students and parents				
District officers and volunteers				
Club officers and volunteers				
Host families				

HANDOUT 5

Case Study: Abuse or Harassment?

Read these scenarios and answer the questions that follow.

Scenario 1: "Juan"
At the district conference you see Juan, a Youth Exchange student, talking with his friend. Juan is visibly upset. You overhear him tell his friend that several Rotarians talk about their sexual activities in detail at club meetings. When Juan did not join the conversation, they started making comments about him being homosexual and having inferior sexual organs. When the behavior continued, Juan told his host father, who was also his club counselor. But his host father simply laughed and said, "That's just the way men talk!" Juan tells his friend that he is never going to Rotary club meetings again and that he is glad to be moving from his host family soon.

Scenario 2: "Amy"
The district Youth Exchange chair shares a story about an incident involving a Youth Exchange student, Amy, and her older host brother's friend Malick. One day, when Malick was alone with Amy, he asked her on a date. Amy turned him down because she was not interested in dating him. But even after that, Malick asked her out several more times. Amy felt uncomfortable and told her host mother about it. Her host mother told her in their culture, a woman turns down a man four or five times if she is interested in him.

Scenario 3: "Lao"
You receive a phone call from a volunteer seeking your advice on a situation involving Lao, a Youth Exchange student. Lao reported that her host father showers with the door open and then walks around the house with no clothes on. A week ago, Lao's host father left two pornographic magazines next to her bed. The volunteer believed Lao, but he had no idea what to do. He sent the girl home to her host family and called you.

1. What happened to the exchange student in each scenario? Was it sexual abuse? Was it harassment? Who should determine this?

2. To whom did the exchange student disclose the incident? How did that person react?

3. In each situation, what did the person who received the report do right? What should have been done differently?

HANDOUT 6

Role of the Host Family

- Provide a safe, nonthreatening, respectful, and appropriate environment in which trust and friendship between you and the student can develop.
- Support the student and make the student feel part of your family. Listen to the student.
- Maintain close contact with the host Rotary club so that any problems may be addressed and resolved quickly.
- Participate in training and orientation offered by the Rotary club or district for host families.
- Be informed of any special needs your student may have, such as dietary restrictions or medical concerns.
- Ensure the student knows how to contact the people in his or her support network, and do not feel threatened if the student feels unable to discuss problems with you.
- Voice any questions or concerns you may have about your student — even seemingly insignificant ones — to the student's counselor or host Rotary club president or district Youth Exchange chair.
- Know how to contact Rotary representatives and community services quickly in case of emergency.
- Establish communication with your student before he or she comes to live with your family; if possible, communicate with student's family at home.
- Provide room and board for your student. The student must have his or her own bed. If the student must share a room, it should be with a child of the same gender and similar age, if possible.
- Celebrate your student's birthday and other special occasions.
- Exercise supervisory and parental responsibility to ensure your student's well-being.
- Strive to understand the challenges your student is facing as he or she experiences life in a new country.
- Help your student become involved in community life by introducing him or her to neighbors, friends, and community groups.
- Teach your student about your culture and learn about the culture in your student's home country.
- Understand the program rules applicable to the student and to your family.
- Throughout the exchange, advise your student about matters such as school, family, community functions, and choosing friends.

HANDOUT 7

Recognizing the Signs and Symptoms of Abuse and Harassment

Signs and symptoms of sexual abuse and harassment may include:

- Extreme activity or withdrawal
- Displays of low self-esteem
- Expressing general feelings of shame
- Fear, particularly toward certain individuals
- Declining school performance
- Eating disorder
- Insomnia
- Irritability or angry outbursts
- Difficulty concentrating
- Avoidance of people, places, and things that might remind him or her of the incident
- Anxiety or depression
- Nightmares
- Headache, gastrointestinal distress, or abdominal, back, or pelvic pain
- Suicidal thoughts
- Involvement with drugs or alcohol
- Aggressive/risk-taking behavior or antisocial behavior

Source: American Medical Association, *Strategies for the Treatment and Prevention of Sexual Assault* (www.ama-assn.org/ama1/pub/upload/mm/386/sexualassault.pdf)

HANDOUT 8

Abuse and Harassment Reporting

1. **Listen attentively and stay calm.** Acknowledge that it takes a lot of courage to report abuse. It is appropriate to listen and be encouraging. Do not express shock, horror, or disbelief.
2. **Assure privacy but not confidentiality.** Explain that you will have to tell someone about the abuse/harassment to make it stop and to ensure that it doesn't happen to others.
3. **Get the facts, but don't interrogate.** Ask questions that establish what was done and who did it. Reassure the young person that he or she did the right thing in telling you. Avoid asking "why" questions. Remember your responsibility is to present the story to the proper authorities.
4. **Be nonjudgmental and reassure the youth participant.** Do not be critical of anything that has happened or anyone who may be involved. It is especially important not to blame or criticize the young person. Assure the young person that the situation was not his or her fault and that he or she was brave and mature to come to you.
5. **Record.** Keep a written record of the conversation as soon after the report as you can, including the date and time of the conversation. Use the young person's words, and record only what has been told to you.
6. **Contact youth protection or legal authorities.** Rotarians and other adults involved in youth programs are not trained professionals with expertise in determining the seriousness or legal implications of an allegation; therefore, they should not decide whether an allegation constitutes abuse or harassment unless the decision is made in close consultation with youth protection service agencies, law enforcement, or a district youth protection officer trained in handling allegations of abuse or harassment toward young people.
7. **Report to Rotary contact.** Inform your Rotary contact — either the district youth protection officer, district youth programs chair, or district governor — who will then contact RI within 72 hours.

HANDOUT 9

Signs and Symptoms Case Study: "Rita"

Because youth participants may sometimes be uncomfortable bringing their concerns to a Rotarian, adult volunteers should watch for signs and step in to support them when necessary.

Read the following scenario and answer the questions that follow.

Rita, 17, is an outgoing, trusting, and intelligent girl who was eager to begin her year abroad to experience living in another country. When Rita arrived, she found a Rotary club excited to host her and a district dedicated to making her feel that she is part of a strong group. She has made friends both in school and among the other exchange students. She is very popular with adults and students alike.

Now, halfway through her exchange, a progress report from Rita's host club indicates that she has missed the past three Rotary meetings, which she was required to attend. In the report, Rita's new host family notes that Rita won't participate in family activities or even clean up her room and she refuses to eat the food her host mother prepares.

1. What kinds of problems do you think Rita might be experiencing?

2. How can you tell whether these are signs that Rita is experiencing sexual abuse or harassment or that she is having some other kind of problem?

3. What additional information do you need if you haven't seen Rita in person lately?

4. What do you think is the best way to approach Rita to find out what is going on?

HANDOUT 10

Report and Follow-through Case Study: "Jacob"

Part 1: A Student Reports

Jacob, 16, has been on exchange for six months. A week ago, Jacob's host mother called his counselor. She told the counselor that Jacob snuck out of the house again the previous night and returned home drunk. He refused to tell her where he had been and locked himself in his room. Jacob's host mother is tired of dealing with him, and she wants the Rotary district to send him home.

Jacob's counselor sets up a meeting with Jacob. At the meeting, Jacob refuses to talk about his behavior, saying only that his host mother "doesn't know what's going on." The club Youth Exchange officer is out of town until next week, so the counselor writes up a report and arranges to meet with the officer when he returns. In the meantime, the counselor calls the district Youth Exchange committee and explains the situation because Jacob will be attending the district conference that weekend under the supervision of several club members and will participate in activities arranged by the district committee.

The first night of the conference, the district Youth Exchange chair is awakened at 0215 by pounding on the hotel room door. The district officer opens the door to find Jacob pacing back and forth in the hall. Jacob immediately storms past the officer into the room and blurts out, "My club is threatening to send me home! A Rotarian is telling lies about me."

Jacob tells you that he has gotten into a relationship with the host club youth programs chair, a 45-year-old-woman, and that it has gone too far. Jacob says he can't tell anyone from his host club because they are all friends with her.

1. How would you continue the conversation with Jacob?

2. What did you do to make Jacob feel like he could talk to you about this?

3. How will you learn what was going on without pushing Jacob too far?

4. What would you **avoid** doing or saying?

Part 2: Creating a Response Plan

After speaking with Jacob and taking his initial report, several actions must be taken in order to be in compliance with RI and district policy. Create a four-step action plan for an immediate response.

1.	
2.	
3.	
4.	

What immediate action will you take with respect to Jacob?

Which other individuals will you notify of the situation?

Who should be involved in investigating the allegation? What additional factors will you need to know in order to determine who else to involve?

At this time, what course of action should be taken with the club youth programs chair against whom the allegation has been made?

Part 3: Stay or Go Home

Youth Exchange students who experience abuse or harassment may not report it because of fear that they will be sent home. Youth Exchange officers share responsibility for supporting a culture in which students reporting an incident of abuse or harassment will be sent home **only** if the student's parents wish the student to return home, the student wishes to return home, or the student's safety requires returning home. Protecting a Rotarian's reputation is **not** a reason to send a student home early.

Scenario

Jacob has reported to the district Youth Exchange chair that he was "in a relationship" with the club youth programs chair. The incident has been reported to the appropriate law enforcement agency, which is investigating the allegation as sexual abuse because Jacob is a minor. The club officer has been removed from her position and barred from all contact with youth in Rotary programs, and her club president has asked her to take a leave of absence from the club. A committee has been formed to decide what to do next.

The club youth programs chair says her relationship with Jacob has been misconstrued. Several other club members have submitted a signed letter to the committee saying they saw Jacob out late drinking with members of the high school track team, and the host club Youth Exchange officer says that most club members believe Jacob has made up the claims to hide his rule breaking. The evidence that Jacob has consumed alcohol during his exchange is strong, and at least half of the committee believes Jacob should be sent home as a result. They argue it would be better for him to be with his family for emotional support anyway. Most of the committee thinks that if Jacob goes home, the police will probably give up their investigation of the matter.

Jacob doesn't want to go home. He says that he only started drinking because the club youth programs chair bought him souvenirs and expensive alcohol when she took him on weekend trips and he felt he couldn't say no to the gifts. He tells the district Youth Exchange chair that the threats to send him home make him feel like no one believes him and that the club is punishing him for harming the youth programs chair's reputation. He is very worried that "everyone will find out what happened" if he gets sent home early.

1. If you were the district Youth Exchange chair, what would you say to the Rotarians who are deciding what should happen with Jacob's exchange?

2. What are your responsibilities to Jacob, to his family, and to Rotary?

3. How can you build a culture that prevents students from being sent home early for the wrong reasons?

HANDOUT 11

Role of the Rotarian Counselor

- Be an **advocate** for student.
- Support student and make student feel part of the **Rotary family.**
- Be the **liaison** between student and Rotary club, host family, school, and community at large.
- Provide guidance and counseling to student in matters such as choosing classes, friends, and activities.
- Assist student in adapting to culture and language.
- Maintain and document regular contact (at least once a month) with student.
- Listen attentively to student's comments and concerns.
- Provide student with general information about host club and area, including a list of contact information for people and organizations student can contact if he or she needs help.
- Establish contact with student before arrival and explain expectations of club and district.
- Work with community and student's school to ensure that student is involved in positive activities and community life.
- Help inform student about sexual abuse and harassment and create a supportive atmosphere in which student feels comfortable to discuss his or her concerns.
- Know district and RI policy on abuse and harassment prevention.
- Be aware of signs and symptoms of sexual abuse and harassment and appropriate actions to take.

HANDOUT 12

Role of the District and Club Youth Exchange Officer

Both District and Club Youth Exchange Officers

- Develop an effective support system for Youth Exchange students.
- Comply with all district and RI youth protection policies.
- Coordinate participation in Youth Exchange, and work closely with club or district Youth Exchange committee to complete all club or district Youth Exchange responsibilities.
- Know all RI and district policies and procedures and ensure that they are followed in the administration of the Youth Exchange program.
- Carefully screen, interview, and select all students your club will sponsor on an exchange.
- Carefully screen, interview, and select all adult volunteers in the program.
- Ensure that all participants understand expectations and responsibilities.
- Maintain regular communication with inbound and outbound students throughout exchange (this includes maintaining a list of all students, with contact information).
- Coordinate travel plans and visa arrangements.
- Create or review club or district Youth Exchange policies.
- Respond immediately and thoroughly to any allegation.

District Youth Exchange Officers

- Communicate continually with international contacts when placing or receiving students and throughout every exchange.
- Serve as liaison between districts outside country and clubs within district.
- Keep district governor informed of all Youth Exchange activity in district.

Club Youth Exchange Officers

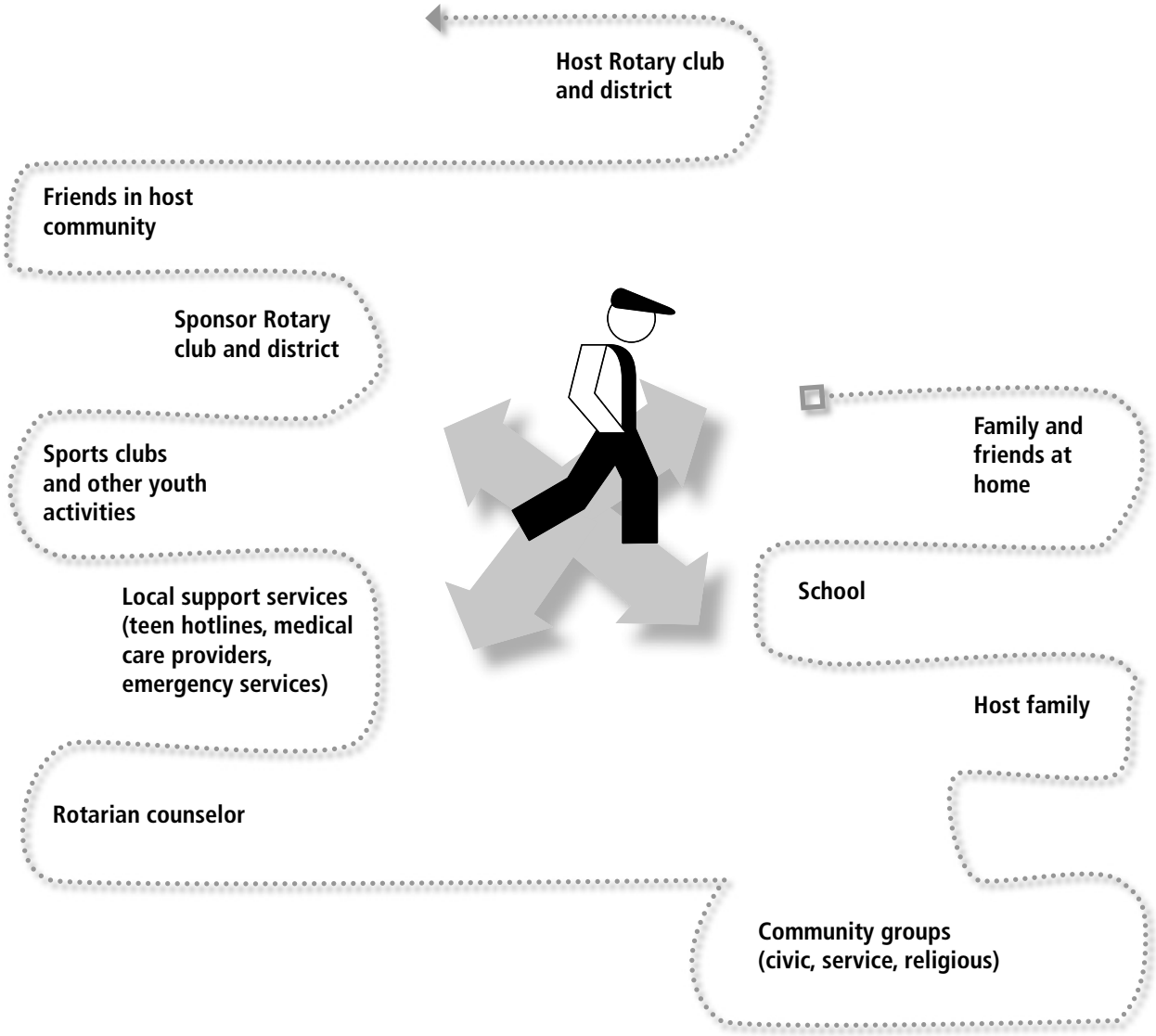
- Ensure that host families, parents, students, and counselors participate in training and orientation on abuse and harassment prevention.
- Keep club president informed of all Youth Exchange activity in club.
- Coordinate students' placement with host families and schools.

HANDOUT 13

Developing a Support System

Young people are especially vulnerable to abuse and harassment when they are socially isolated or uncomfortable with their environment. District Youth Exchange officers can help build a support system for students, connecting them to a network of resources in their new countries.

Write at least one way you can help connect students to each resource in the diagram. If your community offers other resources, include those in the empty spaces.



What special barriers separate exchange students from their communities, and how will you overcome them?

HANDOUT 14

Preparing for a Safe Exchange Experience: Parents

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' partners, and any volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Parents' Guide to Preparing Students for Study Abroad

Young people have many self-protection skills. Your job now is to help reinforce and support those skills in a positive way to better prepare your student for study abroad. Students who exude confidence, have clear support systems, and are willing to tell people when they feel at risk or uncomfortable are far less likely to be victims of theft, abuse, harassment, or other criminal acts.

- Get to know the people who will be taking care of your son or daughter.
- Encourage your child to talk about his or her fears or concerns and don't belittle them.
- Keep the lines of communication open.
- Let your student know you have the resources to help.

List four things you can do between now and your son's or daughter's departure to prepare him or her for a safe exchange experience:

•

•

•

•

HANDOUT 15

Case Study: Parents of Exchange Students

Parents of Youth Exchange students share responsibility for students' safety by encouraging students to talk about their fears and concerns, keeping communication open, and letting students know you have the resources to help.

Scenario 1: "Michael"
Michael's parents are worried that Michael, 15, isn't ready to be an exchange student. He's never been out of the country or spent more than a week away from his parents. On the car ride home from orientation, his parents talk to each other while Michael listens to his music. They think this is a good time to talk about Michael's exchange and what they want him to know before he leaves. They try to engage him in a conversation, hoping it might lead to a discussion about how to avoid risky situations and who to talk to if something happens.

Scenario 2: "Sasha"
Sasha gets along well with her parents, other adults, and her peers. She is very enthusiastic and wants to talk about every aspect of her trip, but she also tends to think she knows it all and doesn't really need her parents' guidance. Usually, when they try to give her advice, she says, "Yeah, Yeah, I know," just to move on to a more interesting topic. Sasha and her parents are talking, and her parents want to reinforce some of the risk-avoidance skills Sasha already has and discuss some of the risks that will be present while Sasha is abroad.

Scenario 3: "Mai"
Mai, 16, is very excited about being a Youth Exchange student and becomes defensive every time her parents bring up their concerns for her safety. She thinks they're being too protective and wishes they'd get off her back. Mai and her parents have just heard a heard a story on the radio about a teacher arrested for sexually abusing a student. Mai's parents think this is a good, natural conversation starter for talking to Mai about protecting herself from abuse and harassment while she is living abroad.

1. What are some techniques to start a conversation on safety abroad?

2. What topics would you like to cover?

3. What are some of the difficult subjects that you may want to avoid talking about? How will you plan to address them?

4. What can you do to make your son or daughter feel like he or she can talk to you about safety issues or concerns about studying abroad?

HANDOUT 16

Preparing for a Safe Exchange Experience: Students

Rotary Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' partners, and any volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Student's Guide to Preparing for Study Abroad

Throughout your life, you've learned many self-protection skills. Your job now is to learn how to apply those skills in a new environment and to develop new skills that will help you keep safe during your exchange. Students who exude confidence, know where to go for support, and are willing to tell people when they feel at risk or uncomfortable are less likely to be victims of theft, abuse, harassment, or other criminal acts.

- Get to know your Rotarian counselor, your host families, your club and district officers, and other adults who are there to support you. Before you leave home, begin corresponding with the members of your support system abroad.
- Talk with your parents about concerns you or they may have. Learn to be comfortable talking about your worries.
- Keep the lines of communication open.
- Study the language, culture, and community of your destination so you'll be prepared to avoid risks and seek assistance when you arrive.

List four things you can do between now and your departure date to prepare for a safe exchange experience:

•

•

•

•

HANDOUT 17

Cultural Considerations

Relative Values

Living in another country gives you an opportunity to learn what is different from what you know. As a Youth Exchange student, you'll discover many differences between the values and norms in your home and host countries, including different ways of dressing to differences in relationships between males and females.

In your home or host country . . .

- Do young people address adults by their first names or last names?
- How do family members greet one another? What are the customary greetings among friends? schoolmates? business associates? men? women?
- How common is kissing or hugging among nonfamily members? holding hands?
- Is the style of dress modest? casual? formal?
- What gestures are considered obscene, offensive, or rude?
- How close do people usually stand to one another when talking?

Behaviors that are considered rude in some places may be considered normal or even complimentary in others places. For instance:

- Whistling
- Pointing
- Winking
- Keeping your hands in your pockets while talking
- Making direct eye contact
- Chewing gum
- Slurping while eating soup
- Crossing your legs while sitting
- Gesturing with your hands while speaking

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