# SOPs for working with the most vulnerable learners

A **vulnerable person** can be defined as someone who belongs to a group within society that is either oppressed or more susceptible to harm, e.g., **vulnerable persons** are persons belonging to **populations** such as children, senior citizens, adolescent girls and young women in a culturally oppressed society, ethnic groups etc. In this context, vulnerability can be defined as the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. The concept is relative and dynamic. In context of ACTED LNGB project, following SOPs should be observed by LNGB staff:

1. Knowing history and background of vulnerability
2. Only trained staff should reach out to the most vulnerable.
3. Considering additional ethics, concerns or issues arising from working with potentially vulnerable people
4. Analyzing risk and vulnerability
5. Identification of vulnerability and its source
6. Need assessment
7. Providing continuous psychosocial support and counselling according to the identified needs
8. Giving self-confidence and motivation to the vulnerable.
9. Staying connected with the family members for identifying possible risks before they are likely to occur.
10. Customized risk mitigation plan
11. Analyzing likelihood of exposure to vulnerability and its frequency
12. Analyzing the impact of vulnerability
13. Introducing coping strategies to the vulnerable
14. Identifying support from the community for the vulnerable.
15. Every effort should be made to secure freely given informed consent that participants have actively provided.
16. Every effort should be made to ensure that they have the time and opportunity to access support in their decision-making, for example by discussing their choice with a trusted adult or relative.