



Smart Navigator Toolkit



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

Smart Navigator Toolkit

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

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Smart Navigator Toolkit





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

Thank you,

Amy Collins

ETIP Regional Prevention Project Manager

Foreword



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

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

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

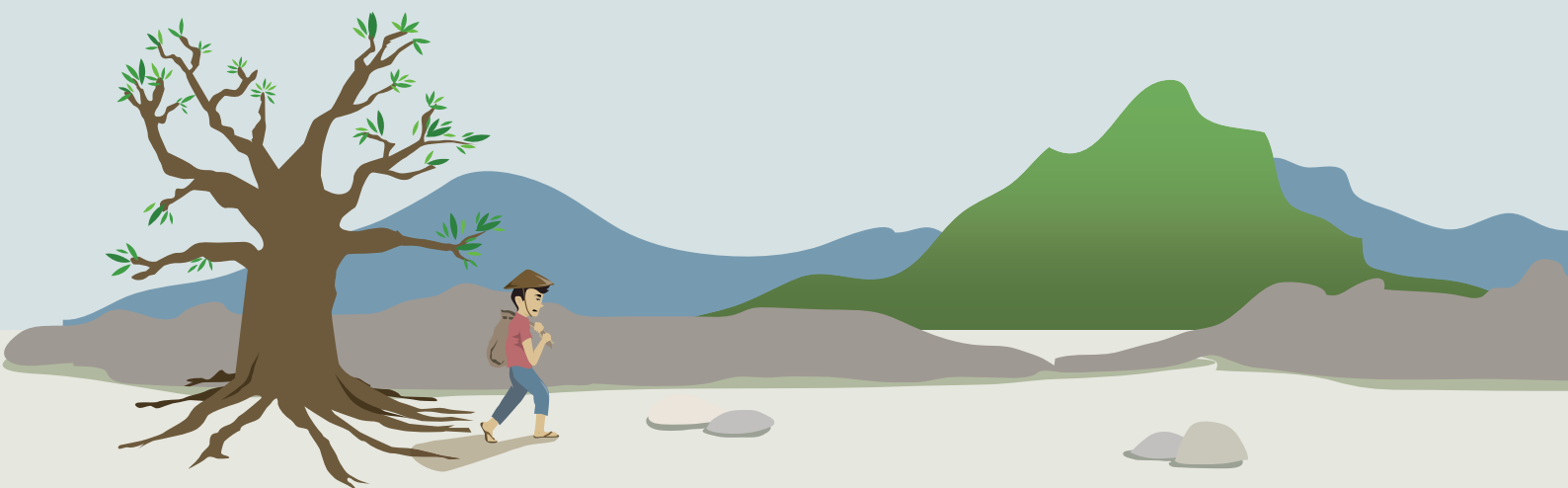
Because World Vision considers children and youth to be important agents of change and upholds the right of children and youth to be directly involved in action to combat human trafficking, ETIP is investing in fun and engaging youth activities. One aspect of the prevention pillar project is the development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

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

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

Agnes Ting

Regional Leader – East Asia



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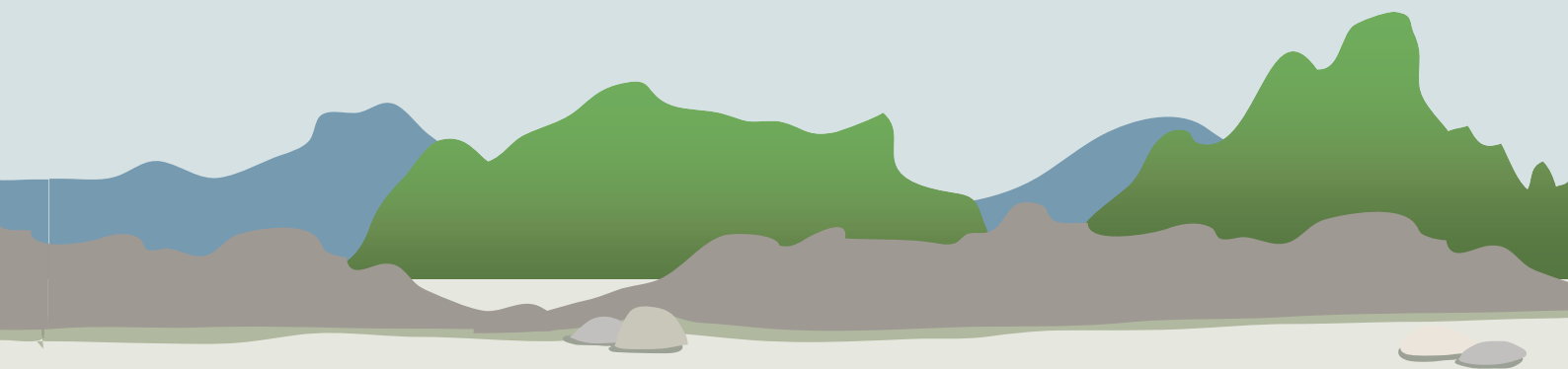
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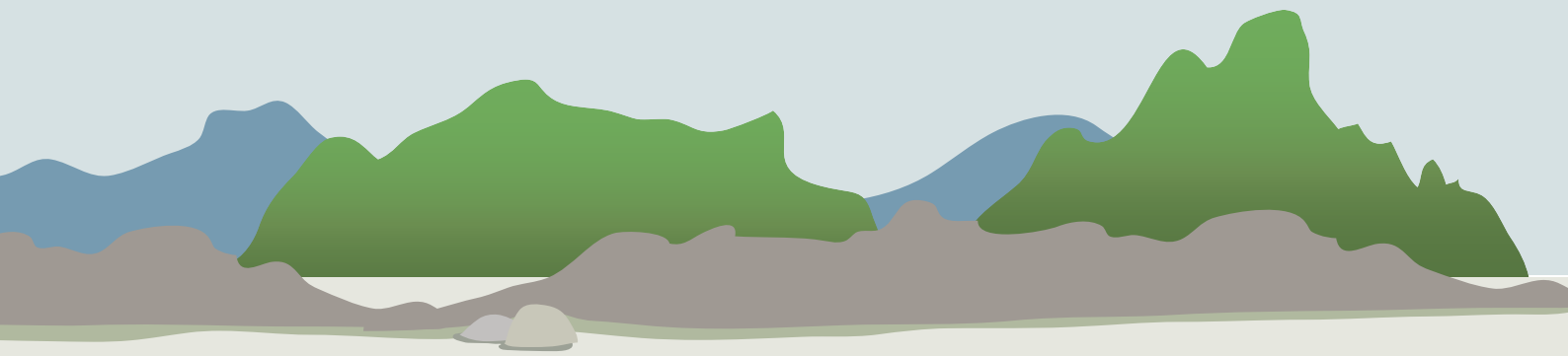
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Note on terminology

Throughout this toolkit, the word *youth* is used to reference young people as opposed to children. Although World Vision considers anyone under the age of 18 a child, this toolkit uses the term *youth* and *youth club* because it is targeted at ages 12–17 years.

The term *victim* is used to describe persons who have been trafficked. This is because there has been a tendency to blame migrants who have been trafficked for what happened to them. The term *victim* is used to stress that migrants are not responsible for being trafficked.

The term *prostitute* is also used throughout the toolkit. This is because the toolkit addresses situations in which youth are forced to work in brothels and would be considered victims. The term *sex worker* suggests that working in brothels is a job. For youth who are trafficked into brothels, this is not true. These youth do not choose to work in brothels, are not free to leave, and often do not receive payment.

Many of the case studies within this toolkit are based on real stories from migrants' lives. To protect anonymity and to prevent confusion, all people described within case studies are referred to by initials.

Introduction



Smart Navigator Youth Clubs (SNYC) are village-level clubs designed to contribute to reducing the risk of human trafficking by empowering club participants to protect themselves and their peers. The SNYCs operate in China, Vietnam, Myanmar, Thailand, Cambodia and Lao PDR, and they work with vulnerable youth, ages 12–17, who come from communities with high levels of migration or trafficking.

The accompanying Smart Navigator Training Manual for youth and adults provides the information needed to set up and conduct a youth club. It describes the framework of a youth club and provides guidelines for preparing and initiating a youth club. In setting up and establishing a youth club, World Vision partners with local communities to identify both potential participants and facilitators.

Before the club sessions begin, World Vision staff, SNYC facilitators, youth and parents meet to discuss the Smart Navigator Toolkit content. These stakeholders decide together if there are any sensitive topics that need to be omitted due to the age or cultural sensitivities of the particular group. Both parents/caregivers and youth are asked at this point to sign consent forms if they wish to take part in the SNYC. These stakeholders also arrange the schedule for club meetings, based upon the needs of the youth. Ideally, the SNYC will meet for 75 minutes, once a week or every two weeks, over a period of 8–16 months. However, the toolkit can also be adapted to be taught in extended workshops over a series of days in order to accommodate youth who are unable to commit to a weekly schedule.

This toolkit is then implemented by trained adult and youth facilitators, who work as volunteers. It includes 31 sessions with warm-up activities preceding them. This toolkit helps youth build both knowledge and skills. Youth develop knowledge regarding the dangers of trafficking, the laws regarding trafficking, and concrete steps they can take to protect themselves, such as setting up a support network or learning how to access helpline numbers. At the same time, youth learn how to apply specific life skills to trafficking scenarios in order to build their own resilience.

Also accompanying this toolkit is a Smart Navigator Booklet that is to be given to all youth club participants. It is the size of a passport and contains important information about migration that youth can keep as a resource.



Part A

**Setting Up
a Smart
Navigator
Youth Club**



Consent Form: For Parents or Caregivers of Child Participants



Instructions for Use

Parents'/caregivers' consent forms should be signed before a youth joins the youth club. If you have decided to omit certain sessions as a result of the initial workshop, you can cross these out on the form before you give it to parents/caregivers to sign.

Print out the consent form provided, explain the content to each parent and youth so they understand what they are consenting to, and then get their signatures. File the signed forms in a secure cabinet.

Consent Form

This youth club invites your child's participation in weekly or twice-a-month club meetings where he or she will take part in exciting and interactive activities with 20–30 other youth in a safe setting. The club meetings will be conducted by trained adult leaders, and youth leaders will lead some exercises. The club will meet over a period of approximately eight months.

- This club will give your child information about:
 - life skills, including good communication and emotional management
 - trafficking
 - commercial sexual exploitation of youth
 - the role of brothels in trafficking
 - trafficking laws and human rights
 - gender discrimination and trafficking
 - dangers of drugs and alcohol and trafficking
 - planning for safe migration.
- Your child's participation in this club is voluntary. You can choose to withdraw your child at any point.
- During the club meetings your child can choose to answer only the questions that he or she wants to. If your child does not want to talk, your child can be quiet.
- Your child does not have to take part in the community action event of this club. You can choose to withdraw your child at this point.
- If your child decides to take part in the community action event, your child can choose to help only behind the scenes and not to take part in any public events.

Please read and sign this section before the Smart Navigator Youth Club meetings take place.

I have read and understand the information and Consent Form.

My child can take part in the club. I understand that I can withdraw my child at any time.

YES

NO

Name

Date

Signature

Child's Name

Child's Signature



Using Facilitator Self-Monitoring Forms

After each club session fill out this form to assess the session. The form is designed as a checklist, so it can be filled out quickly.

This is to be filled out only by the adult facilitator.

The form can be helpful in several ways:

- It can serve as a tool to help facilitators remember what they learned in the club meeting.
- It can help the facilitator to improve future sessions.
- It can help the facilitator identify issues to discuss with his or her supervisor.

Facilitators should be honest in filling out the forms. These are not tests. The forms do not ask for the name or club of the facilitator. This means that if World Vision chooses to use the forms as an evaluation of the SNYC at a later point, World Vision will *not* be able to identify which facilitator filled in the form or the club it came from. We do this to encourage facilitators to be honest, because that will allow us to provide feedback to improve the SNYC and the Smart Navigator Toolkit.

Facilitator Self-Monitoring Form



Fill out this form at the end of each session.

It should take about five minutes.

How many participants attended the session? Boys: _____ Girls: _____

If there were several participants absent, do you know why? ☐ Yes ☐ No
What can you do to address this?

Did you cover all the content in the session? ☐ Yes ☐ No
If not, please explain why.

Did you finish on time? ☐ Yes ☐ No
If not, please explain why.

Did you follow the instructions in the toolkit? ☐ Yes ☐ No
If not, please explain why.

Did you talk with energy? ☐ Yes ☐ No

Did you limit the amount of time you spent talking? ☐ Yes ☐ No

Did all youth take part in the activities? ☐ Yes ☐ No

Did youth use assertive communication to offer opinions? ☐ Yes ☐ No

Were youth who were not able to read able to take part? ☐ Yes ☐ No

Were youth with disabilities (if applicable) able to take part?
How? ☐ Yes ☐ No

If not, please explain why.

Did the youth facilitators lead any activities?

☐ Yes ☐ No

If not, please explain why.

Did the activities work as planned?

☐ Yes ☐ No

If not, please explain why.

Did the participants display understanding of the topic?

☐ Yes ☐ No

If not, please explain why.

Did you encounter any problems during the session?

☐ Yes ☐ No

If so, please describe.

Is there anything else you want to comment on?

☐ Yes ☐ No

Is there anything you plan to do differently next session?

☐ Yes ☐ No

Team Building Warm-Up Activities



***These activities are intended to be used in the beginning of most sessions.
The activities may be used several times over the course of the toolkit.***

Warm-Up Activity I: Form a Line



Objective

To help participants build relationships, have fun and warm up



Time

5–10 minutes



Supplies

(None)



Activity

1. Divide the participants into groups of 5 or 6 people.
2. Ask each group to arrange its members based on one of the following categories:
 - Height (from shortest to tallest)
 - Age (from oldest to youngest)
 - Size of feet
 - Distance travelled to the club
 - Number of siblings
3. Upon hearing the signal, group members should arrange themselves according to the category and then sit down.
4. To make it more challenging, ask the participants to complete the task without speaking to one another.
5. Check the arrangements.
6. The team that finishes first with the correct arrangement gets a point.
7. Once the group has learned the game, the participants may offer examples of additional categories.

Warm-Up Activity 2: Ball Name Game



Objective

To help participants get to know one another, build relationships, have fun and warm up



Time

5–10 minutes



Supplies

■ Ball



Activity

1. Form a circle.
2. Hold the ball in your hand.
3. Say your name while holding the ball, then say it again as you throw the ball to another participant.
4. Continue until everyone in the group has said his or her name once.
5. Next, repeat the action, but have the person holding the ball say his or her name, and then, while throwing it, say the name of the person to whom the ball is going. Repeat until everyone in the group has had a turn.
6. If there is time, the participants can say their own name and something they like. This game can be played according to categories (say your favourite fruit, ball game, song, and so on).

Warm-Up Activity 3: Something You May Not Know



Objective

To help participants get to know one another, build relationships, have fun and warm up



Time

5–10 minutes



Supplies

(None)



Activity

1. Ask participants to stand in a line.
2. Ask a participant to walk over to the other side of the room and then to give an example of something about himself or herself that other people may not know.

For example:

- I visited the capital city once.
 - I like ice cream.
 - I can wiggle my ears.
 - I play goalie in football.
3. Anyone else who also does this should run across and join the first person.
 4. Then they all return to the original line.
 5. Repeat as many times as you can in the time permitted.

Warm-Up Activity 4: Memory Ball Game



Objective

To help participants get to know one another, build relationships, have fun and warm up; this game is also used for recap and review of topics discussed previously



Time

5–10 minutes



Supplies

■ Ball



Activity

1. Divide the group into groups of four people.
2. The whole group stands in a circle, with members of smaller groups standing close to one another.
3. Throw the ball to one group. Ask that group a question from the list in Warm-Up Activity 5. The four people in the group confer to decide the correct answer.
4. If the group gets the answer right, it gets a point. If not, throw the ball to another group, which is given the chance to answer the question.
5. Continue in this way until all the questions have been asked.

Warm-Up Activity 5: Quiz Game



Objective

To help participants review content covered in previous club sessions in a fun way



Time

5–10 minutes

The game does not need to cover every question in the quiz. You can ask as many questions as you have time to include.

There are many questions listed here, so you can play the game several times, asking different questions.

Questions are numbered, and answers have bullet points and are written in *italics*.

There are questions and answers here that may seem unclear until you have read the relevant session. However, once you have read the entire toolkit, these issues should be clear. Therefore, ask questions related to a session only after you have facilitated that session (session numbers are given after each question).

If a group gives an incorrect answer, be supportive. Do not humiliate participants. This is not a school quiz. It is intended to be fun. Give a small prize for correct answers.



Supplies

- Quiz questions
- Small prizes

Quiz Questions

1. What does **trafficking** mean? (from Session 3)

- **Trafficking** is *tricking or forcing people into exploitative forms of work, which the trafficking victims then have difficulty leaving. Trafficking often involves taking victims from the place they live to another place by **force** in order to be **exploited**. However, one can be trafficked without being moved.*

2. What is the difference between trafficking and smuggling? (from Session 3)

- Trafficking is different from **smuggling**. When persons are **smuggled**, they pay someone to take them across a border illegally. Although the persons who are smuggled pay to be moved, and may owe money once the trip is over, they are normally free to go once they reach the destination. People who are **trafficked** are not free. People choose to be smuggled. They do not choose to be trafficked.

3. Where does trafficking happen? (from Session 4)

- Trafficking can happen anywhere – at home, on a journey, or at the destination. One does not need to be moved to be trafficked.

4. What are some common tricks of traffickers? (from Session 9)

- *The trafficker pretends to be a legal broker.*
- *The trafficker pretends to be a friend or to want to help.*
- *The trafficker offers a high-salary job. Often salaries are higher than normal.*
- *The trafficker makes the migrants pay a sign-on fee, pays for the migrants' transport, or loans money to the migrants to make sure they stay in the job. The trafficker makes sure the victims owe the trafficker money.*
- *The trafficker takes the migrants' identity documents, usually their passports.*
- *The trafficker lies to get the migrants to the destination workplace.*

5. What are some ways that drugs hurt people? (from Session 6)

- *They can cause long-term damage to the body – hurting the heart, lungs, liver and kidneys.*
- *People can take too much of a drug (overdose) by mistake and die as a result.*
- *People can contract HIV and other diseases when they share needles to inject drugs.*
- *Drugs can make people take risks they would not normally take.*

6. What are the four 'baskets' of rights in the Convention on the Rights of the Child (CRC)? (from Session 10)

- *Survival*
- *Protection*
- *Development*
- *Participation*

7. What is an example of assertive communication? (from Session 13)

- *One example is saying, 'No, thank you. I would rather stay home than go out.' But participants will think of other examples, and you must decide whether they are right.*

8. What is an example of submissive communication? (from Session 13)

- *One example is saying, 'OK, I will do what you say if you will be my friend.' But participants will think of other examples, and you must decide whether they are correct.*

9. What is an example of aggressive communication? (from Session 13)

- *One example is saying, 'Shut up! I hate you!' Participants will think of other examples, and you must decide whether they are correct.*

10. What is one thing you do when you listen well? (from Session 14)

- *Think about what the person is saying.*
- *Ask questions about things you don't understand.*
- *Repeat in your own words what has just been said.*
- *Think about things you would like to know more about, and ask questions accordingly.*

11. Can you give an example of a negative thought pattern? (from Session 15)

- *Thinking in extremes.*
- *Blaming yourself.*
- *Seeing only the bad side.*
- *Predicting a bad future.*

12. Can you remember the three steps for dealing with negative emotions? (from Session 16)

- *Recognise how you feel.*
- *Understand why you feel this way.*
- *Choose a course of action that makes you feel better but doesn't hurt anybody.*

13. Can you describe the steps of the Decision-Making Model? (from Session 19)

- *Step 1. Describe your decision as a question.*
- *Step 2. Learn more.*
- *Step 3. List alternatives.*
- *Step 4. Evaluate the risks and benefits.*
- *Step 5. Make your decision.*

14. What are some things you can do to stay safe on a journey? (from Session 23)

- *Fill out your checklists before you go.*
- *Try to get legal travel documents, like a passport or work visa, before you go.*
- *Leave photocopies of your documents with your family. If you get in trouble or lose your documents, it will help them to help you.*
- *Travel with enough money to pay for the journey, to live for a while without a job and to return home.*
- *Keep your booklet, your identity documents and your money hidden in a safe place.*
- *Travel in a group with migrants like yourself (it is harder to trick several people at once, and being in a group means you have friends to ask for help).*
- *Be suspicious of strangers on your migration journey (they may be traffickers).*
- *If someone is trying to pressure you to hand over your documents, ask other travellers or officials to help you.*
- *Don't go with strangers who approach you on the migration journey.*
- *Try to use public transport; avoid getting into a private car or mini-bus.*

15. What is a visa? (from Sessions 12 and 23)

- *A visa is a stamp or sticker in your passport that allows you to enter another country.*

**16. What is the difference between a work visa and a tourist visa?
(from Sessions 12 and 23)**

- *A work visa allows you to work legally in another country. A tourist visa allows you only to visit, not to work.*

17. What is a passport? (from Sessions 12 and 23)

- *A passport is a document issued by your government that allows you to enter and leave your own country.*

**18. What is the emergency telephone number in your country?
(from Session 25)**

- *The answer to this question is on 'IS 25c: Emergency Telephone Numbers', but facilitators should also have memorised these numbers.*

**19. What is the emergency telephone number in a destination country near
your country? (from Session 25)**

- *The answer to this question is on 'IS 25c: Emergency Telephone Numbers', but facilitators should also have memorised these numbers.*

Warm-Up Activity 6: Fabric or Scarf Game



Objective

To help participants have fun and warm up.



Time

5–10 minutes



Activity

1. Explain that the next game is a new version of a traditional game to get to know one another better.
2. The group sits in a circle.
3. One participant walks around the circle and puts the fabric or scarf on one of the seated participants. *(This game can also be played by touching the shoulder instead of using fabric.)*
4. The second participant then chases the first one around the circle.
5. If the second participant catches the first participant, the first participant takes another turn.
6. If the second participant does not catch the first participant, the second participant takes a turn.



Supplies

- A piece of fabric or a scarf

1 Session 1: Introducing Our Club



Objective

To help participants get to know one another; to learn more about the SNYC, to write rules for the SNYC and to administer the pre-test to determine participants knowledge of trafficking.



Time

75 minutes



Prepare

Before you begin this first session of the SNYC, coordinate with WV staff to decide what the Level 1, 2 and 3 rewards are for your club.

Before you begin this first SNYC session, conduct the workshop with adult and youth facilitators, parents, youth participants and community decision makers to:

- Create the schedule
- Sign consent forms
- Provide an overview and discuss the content

For all club sessions, you should:

- Reread the sessions before you begin
- Prepare any supplies needed
- Arrive in the room early to ensure that you are prepared



Supplies

- Approximately 10 sets of coloured pens
- An adhesive name tag for every participant
- Flip-chart paper
- Photocopies of **'IS I: Pre-Test'** for all participants



Introduction

Welcome

Welcome participants by name and ask them to sign in.

Warm Up

Ask a youth facilitator to lead the 'Ball Name Game' from the warm-up exercises.

Review

None

Smart Navigator Youth Club

Welcome the group and introduce yourself. Explain that today everyone will get to know one another, learn about the SNYC and think about their lives.

Remind participants of the matters of the SNYC that were decided in the workshop with parents/caregivers, youth and facilitators, including how often the club will meet, the meeting times and who the facilitators will be.

Explain that during the course different topics will be discussed. It will start by introducing the topic of trafficking, discussing what it is and how and where it happens. Then participants will learn about personal development skills. These are the social skills that are used to help keep people safe.

Explain that the facilitator will also discuss ways to keep safe before migration, while on the journey, and at the destination.

Commitment

Explain that the SNYC is not like school. In every session there will be games, time to draw pictures, and chances to participate in role playing. The sessions are designed to be fun, build friendships and teach a lot.

It is important that participants commit to attending all of the sessions in order to learn all the important skills and information.

Explain that in order to build commitment and promote attendance, the SNYC has a star system. There are 31 sessions in the toolkit, including those that promote the community action event. Participants receive a star for every session they attend. Participants who receive 22 stars are eligible for 'Level 1 incentive rewards'; participants who receive 26 stars are eligible for 'Level 2 incentive rewards'; and participants who attend all 31 sessions are eligible for 'Level 3 incentive rewards'. Youth facilitators are also eligible for stars for attendance.

Explain to participants what the Level 1, 2 and 3 rewards are for your group. These will vary by village.

Name Tags

Hand out the name tags and pens. Ask the participants to write their names on the tag and draw little pictures that show something they love to do.

Child Participation

Explain that one of the core beliefs of World Vision and the SNYC is that youth have the right to be listened to, the right to express their opinions on matters that affect them, and the right to freedom of expression and thought.¹

Explain that this means that the youth in this club are free to communicate opinions, even if they differ from those already expressed, and to be involved in making decisions regarding the club. They are also free to ask questions if they don't understand something. This is also the reason why there was a meeting before the club begins in order to hear the youth's opinions of the content and schedule of the club. Explain that World Vision will also be seeking the facilitator's opinions throughout the club sessions and will organise an event to share those ideas after the sessions are completed.

Explain that The Smart Navigator Toolkit will provide access to information that will help participants make informed decisions about their own lives. During the SNYC sessions, World Vision hopes that all club participants will use this information, share their views, get involved with club activities and participate.

Writing Our Own Rules

Explain that the SNYC is designed to be fun, but also to be a place where every participant is respected and treated well. Rules can help participants work together. An example of a rule might be, 'We listen when participants talk, and we try not to interrupt each other'.

Ask the participants to think of other basic rules for the group. Write their suggestions on the flip-chart paper.

If the following rules are not mentioned, add them to the list:

- What we say about ourselves is private and stays in the group. We do not tell other people what our friends said or did in the group.
- Everyone has the right not to talk and not to participate if he or she feels uncomfortable.
- Each person is given the opportunity to talk.
- When someone is talking, everyone else listens.
- No one fights or intentionally hurts someone else's feelings.
- Except in an emergency, we don't answer our phones during the sessions.
- We will try our best to come to all of the club sessions.

Ask the participants to consider each one. Is it necessary? Does it make sense? Does it seem fair?

Ask the group to reread the entire list and to vote on which rules they would like to keep.

¹ World Vision Guidelines on Child Participation (October 2012).

Hang the list of rules on a wall where all participants can see them. Ask participants to sign their names or draw a picture representing themselves on the list of rules as a sign of their commitment to the club. The facilitators should sign the rules as well, and promise to abide by them.

Hang the rules on the wall at the beginning of each SNYC session.

Explain that when someone breaks one of these rules, other participants who wish to do so can point to the list politely to remind that participant.

Note to facilitators: In some cultures it may be appropriate to have a consequence for breaking the rule. For example, you can ask the rule breaker to sing a silly song or do a silly dance. However, only do this if the youth think it is fun. Do not humiliate youth. Also remember that the point of these rules is not to punish people. The rules are only useful if they help the group run in a harmonious way. They should create a good environment in the club.

Explain that there is one more thing to discuss. Throughout this toolkit difficult subjects will be discussed; that includes the ways that adults sometimes hurt youth. World Vision believes that youth have the right to live lives free from violence and exploitation. Explain that if an adult is hurting them, participants can talk to the youth club facilitator about this. The facilitator will contact World Vision staff to get help in taking action to protect them.

Administering the Pre-Test

Explain that the purpose of the pre-test is to measure the participant's change in knowledge and behaviours as a result of the training. It is expected that the youth in the club will not know much about these topics before they begin this training. Make sure that they do not feel upset or embarrassed about not knowing the answers to the questions. This is why it is very important to read the introduction to the test. The atmosphere in the room should be relaxed and welcoming.

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

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

Pre-Test

Read the following script to the participants.

'Welcome. We are going to fill out a form to get a sense of how much you know about the topics in this training. This form is for World Vision so we can improve our training. It is okay if you do not know the answers to any of the questions. The purpose of this training is to teach

you the answers. We are just asking you to fill out the form so that we can compare what you know at the beginning of the training with what you know at the end.

If you would prefer to have the facilitator read you the questions and write down your answers, just let the facilitator know.'

Hand photocopies of 'IS 1: Pre-Test' to participants, or sit with participants one by one and read and record answers. Collect the tests when the participants are finished and keep them to compare with the post-test at the end of the training.



Closing

At the end of the club meeting it is helpful to make time for participants to write or ask any questions and/or provide feedback and hand it to the facilitators. These can be anonymously collected and will give the facilitators an idea of what topics need further clarification or addressing. The facilitator can respond to the concerns/questions in the next session or plan to do so at a later time.

Thank participants for coming. Confirm the next club meeting time, for example, 'Can everyone tell me when we are meeting again? Tuesday at 3 o'clock. Are you all going to be here? Yes!' Explain that those who came today earned their first star.

IS I: Pre-Test



Name

Date

Club Location

Questions:

1. What does 'trafficking' mean?
2. What is the difference between trafficking and smuggling?
3. Where does trafficking happen?
4. What are some common tricks of traffickers?
5. Can you describe some good speaking skills?
6. Can you describe some good listening skills?
7. Can you describe how you make a decision?

8. Can you describe how drugs hurt people?
9. Name two things you can do to stay safe when migrating:
10. What is the Emergency Telephone Number in your country to call if you are in danger or have been trafficked?
11. What is the Emergency Telephone Number in a destination country near our country to call if you are in danger or have been trafficked?
12. What is a passport?
13. What is a visa?
14. What is the difference between a work visa and tourist visa?
15. If you were going to migrate, what steps could you take to migrate more safely?
16. Have you ever organised something to help youth in your community? Can you describe it?

Session 2: Thinking About Our Lives

2



Objective

To help participants become more self-aware and to take the first steps to thinking about their future



Time

75 minutes



Prepare

Hang up the rules from last week.



Supplies

- A long piece of paper for each participant (you may make this by sticking together three normal pieces of office paper so they make a long strip)
- A diary for each participant (the diary should be a regular lined notebook with lots of pages)
- A lockbox to hold the diaries
- Approximately 10 sets of pens



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

Can anyone remember some of the rules from last week?

Can anyone describe how the star system works?

River of Life Activity

Hand out the long pieces of paper and the coloured pens. Explain that this drawing is called the River of Life, and it will tell the story of their lives. It is intended to help participants become more aware of their lives and what they want out of their lives. Explain that it does not matter if they are good at drawing, because the focus should be on expressing their ideas and telling their stories.

Explain that at the beginning, they should create an image of themselves as children, which may include:

- their family
- their village
- things they liked to do as children
- any events in their childhood, good or bad, that they think are important.

Then tell participants to create an image of themselves in the middle of the paper as they are now. They may include:

- their friends
- things they like to do
- what they think they are good at
- things they would like to change about their lives
- any aspect of their lives, good or bad, that affects them.

Finally, tell participants that at the end of the long piece of paper they can draw the future they hope to have:

- their relationships
- their work
- things they do for fun.

Tell participants to write below the image a little about the steps they could take to get the future they want.

Ask if anyone wants to share his or her River of Life. Do not force anyone; allow participants to volunteer (or not).



Discussion

Divide the participants into groups of 6–8 people. Ask them to sit together in their small groups. If your SNYC has youth facilitators, ask them to facilitate the discussions. Ask the groups to consider the following questions together. Remind the groups that everyone should get a chance to talk and that there is no ‘right’ answer.

- Do you think most people have goals for their lives, or do most people float through life like a leaf floats on a river, with no plan?
- Why do people sometimes achieve their goals, and sometimes not?
- What do you do if you have trouble achieving your goals?



Introduce Diaries

Hand every participant a diary and a pen.

Explain that the diary is a book in which they can write their thoughts and feelings. It is private. No one else can read it. Even the facilitator will not read it. It will be kept in a locked box at the SNYC.

Explain that their diaries are books about their lives. They will write in the diary about things that happened to them, things they feel, or the things that are discussed in SNYC. They can write about anything at all.

Tell participants that, if they prefer, they can draw pictures about their lives in their diaries.

Explain that sometimes during the SNYC the facilitator will ask participants to write about a specific topic from the toolkit in their diaries, but participants do not have to share what they wrote with the group. It is still private.

Invite the group to write in their diaries for the rest of the session, describing their lives, their goals and their challenges.

At the end of the session collect the diaries. Put them in a locked box until the next session.

Session Summary

- It can be helpful to be self-aware and to reflect on your life.
- Diaries can help to do this.
- Only participants can read their own diaries.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell them that if they have come to both sessions they now have two stars.

Ask the participants to consider people in their community and answer the following questions:

- Do you think people in your community have goals?
- What are their goals?

Facilitators can ask participants to write these questions on a piece of paper to take home to remind them.