

The background of the page is a light blue color with a faint, semi-transparent graphic. The graphic consists of a globe at the top, a DNA double helix structure in the middle, and a microscope at the bottom. The globe shows the continents of North and South America. The DNA helix is oriented vertically. The microscope is shown from a side-on perspective, with its lens and handle visible.

Part D

**Safe
Migration
Planning**



19 Session 19: Decision-Making Skills



Objective

Participants will consider how they make decisions and will learn what information to gather and assess in order to make well-informed decisions in the future.



Time

75 minutes



Supplies

- Flip-chart paper
- A copy of **'IS 19a: Decision Model'** on flip-chart paper, displayed where participants can see it
- 4–6 photocopies of **'IS 19b: Decision-Making Model for Migration'** and **'IS 19c: Case Studies for Decision Making'** (the participants will divide into groups of 4–6 people, and each group will need one copy of each IS)
- Smart Navigator Booklets



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 ways you can keep safe on the Internet?

Introduce the Decision Model

Explain that life is full of decisions. There are small decisions, about whom to talk to, what to eat, what to wear. And there are big decisions, like whether to stay in school, where to work, and who to marry.

Ask participants to give examples of big decisions in life. Write down the examples on flip-chart paper as they say them.

Now ask participants to think of a time in their own lives when they had to make a big decision. Ask them:

- Do you remember how you made the decision?
- Did you talk to other people about the decision?
- Did you talk to friends, family, your teacher or religious leader?
- Did you make the decision, or did someone else decide for you?

Explain that people make a lot of decisions as a part of life. Usually people don't think much about the process of making decisions; they just make them. And the choices people make can determine the course of their lives. Decisions are deeply personal. They are influenced by families, fortunes and personalities. So it is not possible to describe a perfect system to make good decisions. This session discusses some steps to follow when faced with a big decision in order to help in the process.

Explain that there are lots of different models that people use when making decisions.¹⁰ What these models have in common is that they help people to think carefully about decisions and to anticipate what the results of a decision might be.

Tell participants that there is a model that may help them think about decisions. Point to the picture of the Decision Model on the flip-chart paper. Hand out the Smart Navigator Booklets, and ask participants to turn to the 'Decision Model'.

Ask participants to look at the model while you describe each step.

- Step 1. Decision question
 - Pose the decision you are trying to make as a question.
- Step 2. Learn more
 - Learn more about your options. Ask people in the community who know about this. Discuss your decision with people whose opinions you trust. Ask your peers; ask your teachers.
- Step 3. List alternatives
 - Make a list of at least three different alternatives. Alternatives are different answers to the question you asked at the beginning.
 - When you consider alternatives, remember that delaying making the decision is often an alternative.
 - When you consider the alternatives, think of alternatives that lessen the risk.
- Step 4. Evaluate risks and benefits
 - Think of the possible results of each alternative. For each alternative, think of risks and benefits. Write these in the circles.
- Step 5. Make your decision

Give an example of how this model could work, using the large model on the flip-chart paper:

¹⁰ The Vroom-Yetton-Jago model, the Kepner-Tragoe Matrix, OODA loops and the Recognition-Primed Process, are all examples.

Step 1. Decision question

Explain that L is thinking about whether he should look for a job in the city. Write this as a question:

'Should I go look for a job in the capital?'

Step 2. Learn more

Ask participants, 'Who would know more about jobs in the capital? You could ask people who already have migrated. You could ask your teachers. You could learn about the capital, and how much it costs to live there, and what kind of jobs people get.'

The facilitator should fill in the box in the picture with possible answers, for example, 'Jobs in the capital pay \$100 a month, it costs \$30 a month to share a room, and about \$40 for food. L has a friend who knows a place to share. I can call her to ask her how she found her job.'

Step 3. List alternatives

List alternatives that lessen the risk. For example:

Alternative 1. Go to the capital now, without savings, and look for a job.

Alternative 2. Wait until I have some money saved and until I have organised a job.

Alternative 3. Wait until I have finished secondary school and then go to the capital.

Step 4. Evaluate risks and benefits

Next, evaluate risks and benefits, both short-term and long-term benefits, with the group. Read the following examples aloud as you fill in the model:

Alternative 1. Go to the capital now, without savings, and look for a job

Risk: I don't know anyone in the capital. I don't know where I would stay. If I don't get a job, I don't know how I'll earn money. I would be vulnerable to tricks of trafficking. The short-term risks are high. I would also stop my education, which means the long-term risks are high as well.

Benefit: If it worked, I would be earning money immediately. I might have money in the short term.

Alternative 2. Wait until I have some money saved and until I have organised a job

Risk: I would have money to survive in the short term but I would still risk my future by not getting a secondary school degree.

Benefit: I would miss making money in the short term, but it would have a long-term benefit because I could get a better-paying job if I plan.

Alternative 3. Wait until I have finished secondary school and then go to the capital

Risk: It will be hard for my family to support themselves if I wait until I graduate.

Benefit: It is safer to move if I plan first. I will get a better-paying job if I have a secondary school education.

Step 5. Make the decision

Once you have gathered all the information using the Decision Model, read it again. It is often a good idea to wait a few days or weeks before you make an important decision to see if your thoughts and feelings change.

Case Studies

Divide the participants into groups of 4–6 people. Give each group one of the two case studies from 'IS 19c: Case Studies for Decision Making', and a photocopy of 'IS 19a: Decision Model'.

Ask the groups to fill out the model based on their case study. Encourage them to use drawing and writing to fill in the boxes. After 10 minutes, ask the groups to share their results.

When the Model Isn't Enough

Next the facilitator should explain that this model makes it look easy to make decisions, but actually it is not always so simple.

Read the following story aloud:

M lived in a poor village in the mountains. She was 15 years old, and she had two younger sisters. Her mother had died, and her father often drank too much alcohol. Sometimes he would come home on weekends, smash the furniture, and beat her and her sisters. M had left school and worked in a local brick factory to pay for her sisters' education. One day M's father beat her badly, and a woman she worked with, who was married to a policeman, told her to report her father to the police. The police would arrest M's father.

It would be very hard for M to use the model to make her decision.

She could follow **Step 1**. 'Should I report my father to the police?'

Step 2 would be more complicated because there is so much to consider. She might be able to find out how long her father would be in jail, whether she could remain in her house

without her father, whether any relatives could care for her sisters, and whether she could support her sisters without her father's earnings. However, it might be dangerous for her to ask any of these questions, in case her father found out and punished her for asking.

Step 3

Consider the two alternatives:

1. M reports her father to the police.
2. M does not report her father to the police.

Step 4

These alternatives have very complicated risks, many of which are hard to predict.

Options 1. M reports her father to the police

Risk: He is not convicted, and he is released. He is very angry, and he tries to kill M.

He is convicted and M and her sisters are forced to live with different relatives. Her sisters leave school. M is worried that her younger sister is at risk of trafficking because M does not trust her relatives.

Ask the group to think of more risks and benefits.

Option 2. M does not report her father to the police

Risk: Her father continues to beat M and her sisters, until one day he goes too far and M dies.

M's younger sister runs away without warning after a beating and is trafficked.

Ask the group to think of more risks and benefits.

Step 5

Next the facilitator should explain that it may be very hard for M to make a decision. Why is this?

- There are so many aspects of the decision over which she has no power:
- She is in constant danger.
- Being in danger can make it difficult to think clearly.
- There is no easy answer.

Next, the facilitator should explain that it may seem strange that participants were asked to try out a Decision Model and then shown that it does not always work. The reason this was done was to show participants how complicated life can be. The Decision Model session was to help them make informed decisions, but they should be aware that not all decisions or problems have clear solutions.



Discussion

Ask the group to stop and think about the Decision Model again.

Ask:

- Does the Decision Model work better in some cases than others?
- Can you give an example of a decision it could help you make?
- How about an example of a decision it could not help you make?
- Would you use the model in your own life? Why or why not?



Diary

Ask the group to write or draw in their diaries for 10 minutes on any topic they want.

Session Summary

- The Decision Model can help us to think more clearly and carefully about decisions.
- The five steps of the Decision Model are:
 - 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.
- The Decision Model does not work for all decisions.
- It is difficult to make decisions when you are not safe or are afraid.



Closing

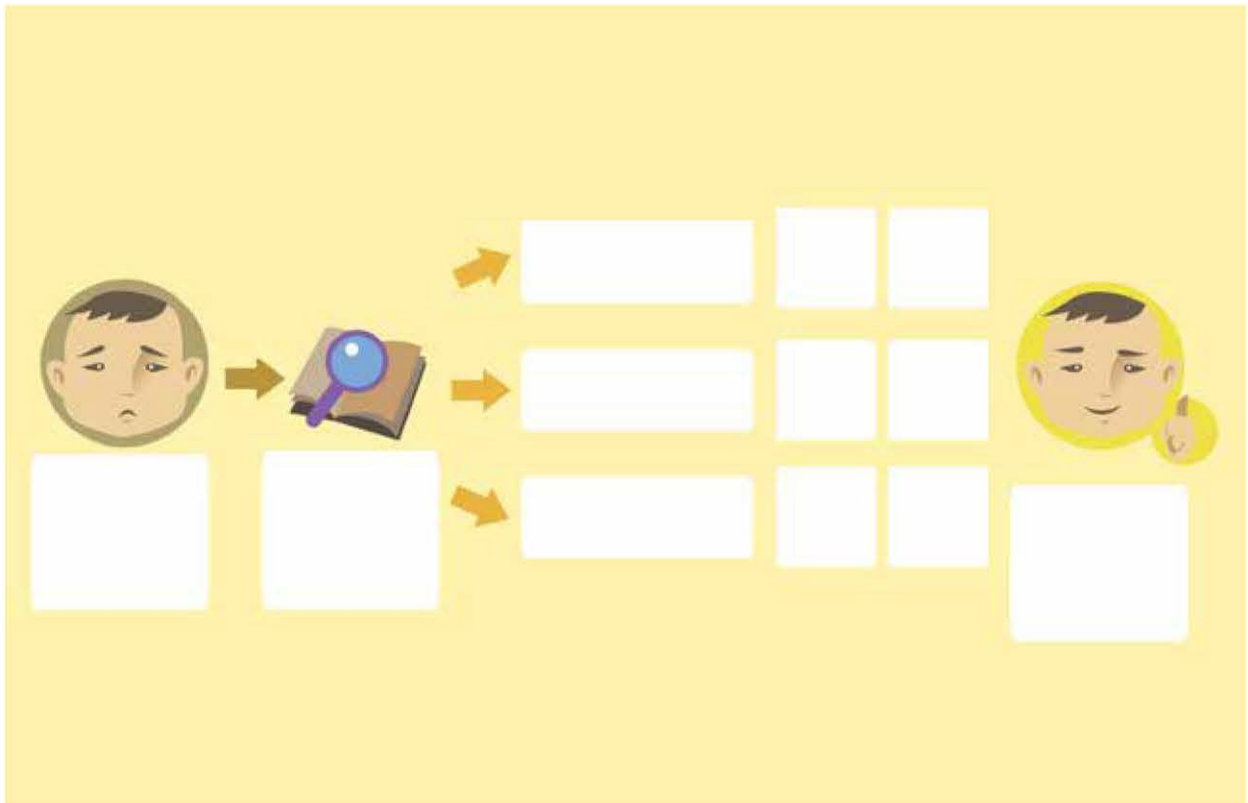
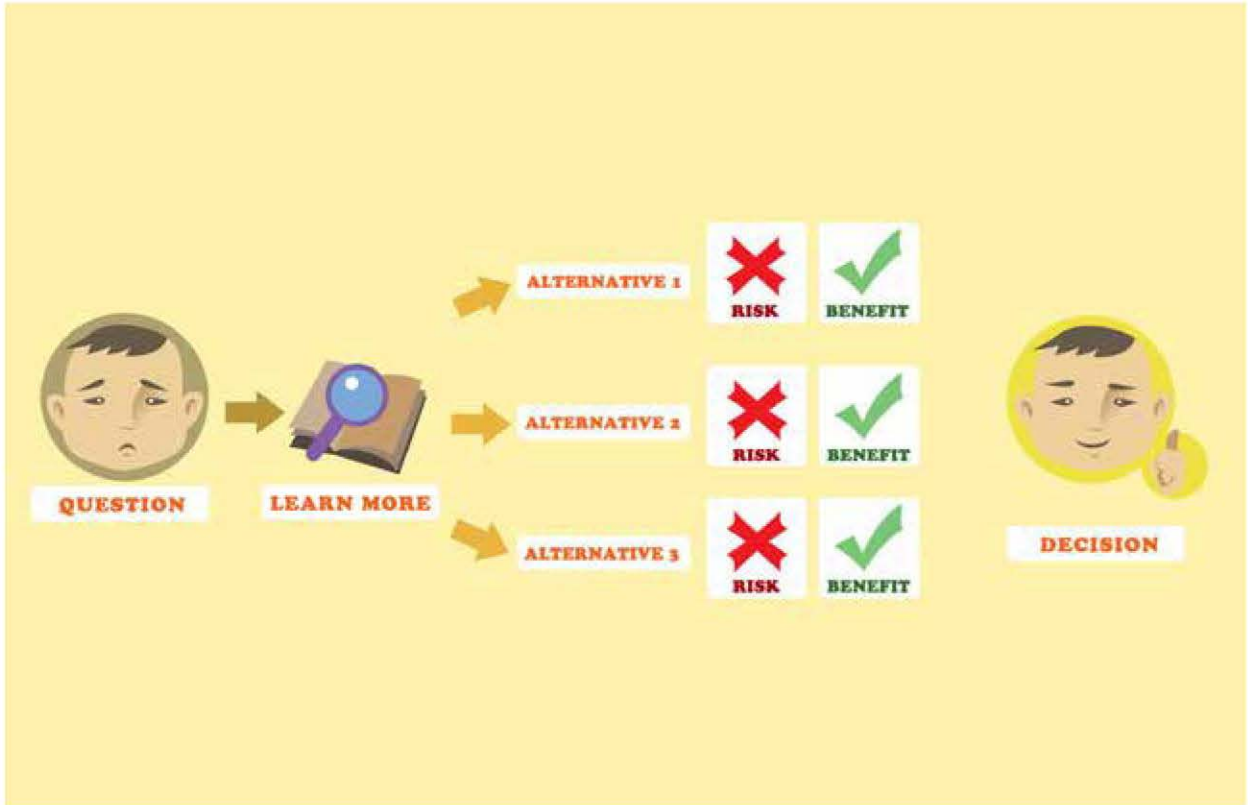
Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

(If there are illiterate youth in your group, do not complete the next step. Instead, ask them to think about how the model could be useful in their lives.)

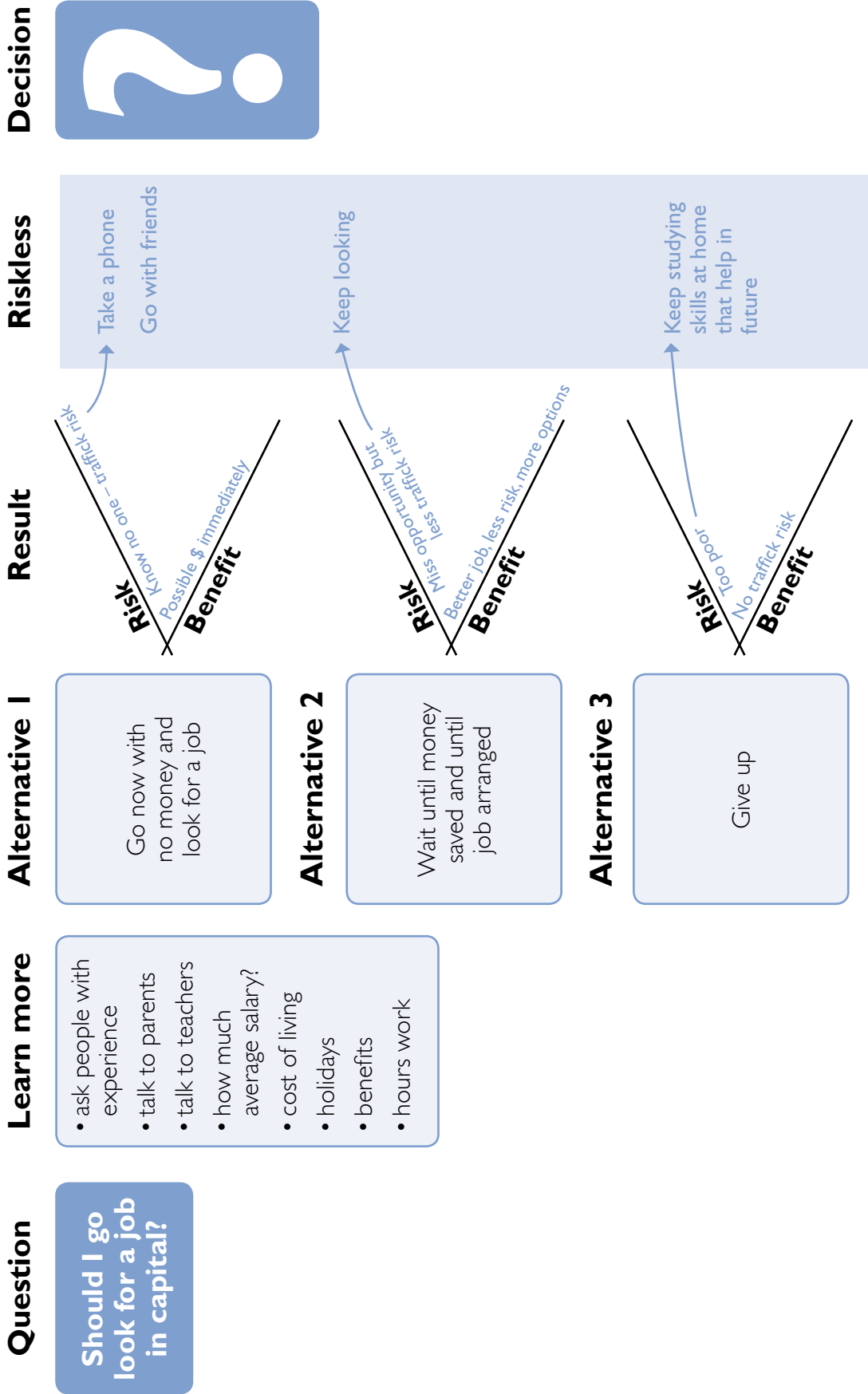
Ask participants to look for an opportunity to use the Decision Model included in their Smart Navigator Booklets before the next session. If they have time, they can complete the Decision Model and bring it back next session.

19 IS 19a: Decision Model



Decision Making Model Example

IS 19b: Decision Making Model for Migration





19 IS 19c: Case Studies for Decision Making

Story 1

N is from a large family. She lives with her parents, her grandparents and her four brothers and sisters. N is at a café in town one day when a person introduces himself. He says he works for a factory in the south of the country and that he can get her a job working as a seamstress there. He says it pays an average salary, and that she will have to find her own accommodations. He gives her his phone number. N has a cousin who lives in the same town as the job offer that she could live with. She has finished high school and has not found a job locally. She would like to support herself and save some money to send back to her parents. N is trying to decide if she should accept the broker's offer.

.....

Story 2

D is from a poor family. He is the only member of his family who goes to school. He gets good marks at school, and his teachers like him. His parents work hard but don't make much money. He really wants to help his family by earning more money. D has one year of school left before he graduates. He is trying to decide whether he should drop out of school to work on a local construction site.

Session 20: Learn More

20

This session helps you practise 'Step 2: Learn More' of the Decision-Making Model.



Objective

Participants will explore ways of learning more about migration by asking questions in order to make an informed decision.



Time

75 minutes



Supplies

- Several pieces of flip-chart paper and pens
- Photocopies of **'IS 20a: Asking Questions'** for all participants (the group will divide into pairs to use them in this session and will each need a copy in the next session)
- Smart Navigator Booklets



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

Did anyone fill out the Decision Model last week? If so, ask if anyone wants to share what he or she did.

Learning More

Ask if anyone can describe the five steps of the Decision Model.

They are:

- 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.

Ask participants to take out their Smart Navigator Booklets and to look at the Decision Model again.

Explain that in the next two sessions they will be learning how to gather the kind of information that would help them complete the Decision Model.

What Do We Need to Learn? Writing Our Questions

Divide the participants into four groups. Give each group a sheet of flip-chart paper and pens. Ask the participants to think of questions they would really like to know the answers to if they were to migrate. Explain that each group is going to focus on questions relating to a different part of migration. The groups will focus on the topics below:

- Group 1. Questions related to how to live in the destination
- Group 2. Questions related to transport (how to get to the destination, how to get back, how to move around once you arrive)
- Group 3. Questions related to work
- Group 4. Questions related to relevant documents.

After 10 minutes, ask the groups to share their questions. Ask if participants have additional questions they would like to add to other groups' lists. Add them if they do.

Next, ask the participants to think of people in the community who would be able to answer these questions. The list might include:

- people who migrated in the past
- local community officials
- employment brokers
- NGO workers.

Explain that the group is going to visit members of the community to learn more about migration. Ask participants if they know anyone from the list who would be willing to talk to the group. If so, find out how to contact that person. The facilitator should also have researched people in the community who might be willing to talk to the participants.

Ask for one volunteer from each group to write all the questions neatly on a piece of paper that they can take when they meet the person. Collect the papers with questions from the participants and make photocopies for each participant in the group before the next session, so that they can reference the questions when they meet the person.

Practise Asking Questions

Divide the group into pairs. Give each pair a copy of 'IS 20a: Asking Questions'. Ask a volunteer to read the form aloud.

Next, ask the pairs to practise asking each other questions about migration, using the information about how to ask questions.

Role Play

Ask participants to divide into groups of 8–12 people. Ask each group to prepare a role play. (If there are more than two groups, they can use one story from below twice.)

Group 1. There are two friends. One approaches the other for advice. He has been offered a job in a fishing factory over the border. The salary is very high. He is thinking of quitting school and borrowing \$300 to pay the broker to get the job. What advice would you give him?

Group 2. There are two friends. One approaches the other for advice. She has seen an advertisement in the paper for a job working in a sewing factory. The salary is high. She doesn't know how to sew, but the advertisement says no skills are necessary. The advertisement does not give any information about where the job is located; it only gives the phone number of the broker. What advice do you give her?

Tell the groups to develop the role play for five minutes and then perform them for each other.

Session Summary

- The Decision Model can help you make the decision about whether to migrate.
- Step 2 of the Decision Model is 'Learn more'.
- You may want to learn more about how to live in your destination, how to get there, how to get back, what kind of work is available there, and what documents you would need to get there.
- The following people may be able to answer your questions about migration:
 - people who migrated in the past
 - local community officials
 - employment brokers
 - NGO workers.



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 the participants that they just got another star for attending this session.

Explain that you will arrange the club meeting to ask questions and then contact the participants to confirm the time and place.

20 IS 20a: Asking Questions

This is based on the Voice Up for Change Toolkit.

These guidelines should be followed by SNYC participants when they are talking to people who know about migration (referred to as respondents below).

Preparation

Be sensitive to schedule

- Think about the best time to approach a potential respondent to see if he or she will talk with the group. For example, don't approach possible respondents while they are at work and get them in trouble with their boss. Don't approach a farmer at the end of a hard day of work.

Ethical Guidelines

Protect the respondent from harm

- Do not ask about traumatic experiences.
- Do not interview youth.

Protect SNYC participants

- Do not arrange meetings with respondents who may become angry about the questions you have asked. (For example, do not interview people who may be traffickers.)
- Do not allow youth to be alone in a room with a single adult.

All participation must be voluntary

- Inform the people you are going to visit why you are coming, who is coming and the topic of your questions.
- SNYC participants do not have to take part if they don't want to.

Respect the respondent

- Behave in a way that is respectful towards the person answering your questions.

Avoid unrealistic expectations

- The people answering your questions should know that they will not receive any money or other benefit for taking part.

Confidentiality

- Do not take down names when you write the answers. Do not share the respondent's name with people outside of the group.
- Remind SNYC participants not to gossip about what this person told you.

Good Techniques for Asking Questions**Be polite**

- Thank the participant for making his or her time available.

Do not judge

- Avoid judgemental tones so as not to influence responses.

Be an active and attentive listener

- Show empathy toward the respondent and interest in understanding his or her views.
- Let the respondent do most of the talking.
- Think about what the person is saying and ask clarifying questions.

Ask follow-up questions

- Ask follow-up questions if the respondent has just said something interesting, something you did not understand or something you would like to know more about.

Take good notes

- Write down everything the respondent says. Check your notes with the group to clarify your answers.

Watch the clock

- Try to ask all your questions, but don't let the discussions last for more than one hour.

21 Session 21: Asking Questions

This session is a continuation of Session 20, by focusing on 'Step 2: Learn More' of the Decision-Making Model.



Objective

Participants practise information-seeking and interview skills in order to learn more about migration in order to make an informed decision.



Time

75 minutes



Prepare

The facilitator should have arranged a meeting with a person who knows about migration before the club meeting (as described in the last session). This person should be able to talk about migration but should not have taken dangerous risks to migrate.

If this person cannot come to the SNYC youth club location, the participants can visit the person.

If the meeting will not take place at your usual club meeting time, then call, text or visit all SNYC participants to inform them about arrangements.

The day before the meeting, call the person you are meeting and remind her or him that you are coming.

Remember to make photocopies of the participants' questions for each group member and bring them to the meeting.



Supplies

- A photocopy for each participant of the questions that the group wrote during the last session
- Copies of **'IS 20a: Asking Questions'**, from the previous session, for all participants



Introduction

Welcome

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

Warm Up

There is no warm-up game today.

Review

Before the participants meet the interviewee, ask them to reread their questions. Read the 'IS 21a: Asking Questions' aloud to the group.

Asking Questions

In the previous session, the participants thought of members of the community who would be able to answer their questions about migration. In that session they prepared a list of people who would know about migration and a list of questions they would like to ask them.

At least 20 minutes before going to meet the person who knows about migration the facilitator should meet with the participants for review (above).

Read 'IS 20a: Asking Questions' to the participants. Give them each a photocopy of the questions they wrote last week.

In the interview, the participants will ask the questions themselves, following the guidelines on 'IS 20a: Asking Questions'.

However, the facilitator must also safeguard the person they are talking to. If participants ask questions that make this person feel uncomfortable or sad, the facilitator should gently suggest that the participants move on to the next question.

The interview should last for 30 minutes to an hour. Do not let the discussion continue for over an hour.

It can be very useful for young people to learn from real people who have experience in migration. Therefore, if there is time, the group can interview more than one person in this way.

Remember to thank the person who answered questions for taking time to talk to the group.

22 Session 22: Using the Safe Migration Checklist



Objective

Participants will understand how to plan for safe migration and be able to identify alternatives to migration to keep themselves safe.



Time

75 minutes



Supplies

- Smart Navigator Booklets
- Reference **'IS 22a: Checklist: Safe Migration'**



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

Were you surprised by anything you learned in the interview?

Would you use the information in your own life?

Can you think of other people you could ask questions about migration?

The Safe Migration Checklist

Explain the checklist to help participants plan for safer migration.

Ask participants to take out their Smart Navigator Booklets and to turn to the 'Checklist: Safe Migration'. Ask a volunteer to read it aloud.

Explain that they will not fill out the checklist during this session. It is designed to help them when they are planning to migrate. This means that if, in the future, they plan to migrate, they should fill out this checklist before doing so.

Next, ask the participants:

- Are there any questions you do not understand?
- Could the questions help you prepare to migrate?

- What barriers could there be to using this checklist?
- How could we overcome these barriers?
- Where could you find information to complete these questions?
- Would you be able to get information from previous migrants, local authorities, teachers, local NGO members?
- Would you share this checklist with your family?

What If I Cannot Find the Information on the Checklist?

If You Cannot Find Some of the Information

Explain that this checklist is meant as a guide. You may *not* be able to find all the information to fill out this checklist before you leave. But the more questions on the checklist that you can answer, the safer you will be.

If You Cannot Find Most or All of the Information

If you cannot find most or all of the information on the checklist, this is a warning sign that you are at increased risk of trafficking.

Using the terms discussed in the Decision Model, the risks would be much greater than the benefits.

If you cannot find most of the information, you should consider alternatives to migration.

Alternatives to Migration

Tell participants that when they are making a decision about whether to migrate, it can sometimes be hard to think of alternatives. Tell the group that it can be helpful to consider the following options (*read these aloud to the group*):

Delay Migration

Ask yourself whether you are forced by life circumstances to migrate immediately. If not, it can be wise to delay migration.

Wait until you are older than 16. In most countries it is illegal to take a full-time job if you are under the age of 16. Also, if you wait until you are older, you will know more about the world and be a wiser, stronger person. If you can wait until you are older than 18, that is even better.

(Facilitators should remind participants of the legal age for domestic migration in their own country, and that the legal age for international migration is 18.)

Stay in School Longer

If you can stay in school longer, you will have more education. This will allow you to apply for better jobs, especially if you learn computer skills or languages like Chinese, Thai or English. It also may mean you are better able to understand documents like work contracts.

Learn Some Vocational Skills First

First, find out what industries are hiring people in the place you are thinking of going. If there are garment factories, then learn how to sew before you go. If there are car factories, take a course in car mechanics.



Diary

Ask participants to write about or draw the possible dangers migrants may face if they have none of the information on the Checklist: Safe Migration.

Session Summary

- You should fill out the Checklist: Safe Migration before you migrate.
- If you cannot find most of the information on the checklist, this is a warning sign that you are at increased risk of trafficking.
- If you cannot find most of the information, you should consider alternatives such as:
 - delaying migration
 - staying in school longer
 - learning some vocational skills first.



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 the participants that they just got another star for attending this session.

Explain that migration can be good. It can allow young people to find jobs and to build better lives. This checklist is designed to help people who want to migrate to go more safely, so they can take advantage of opportunities without being trafficked or exploited.

IS 22a: Checklist: Safe Migration 22

Answer these questions when you first start having discussions about moving to take a job outside your community. Discuss these questions with your family.

Information About Your Destination

Do you know where are you going? If yes, write the name of the town here: _____

Do you know anyone who lives in the town to which you are going?

Do you have that person's phone number?

Can you call that person to make a plan to meet when you arrive?

Information About the Journey

Do you know how you will return to your home country when the job finishes?

How much does the return trip cost? Write the amount here: _____

How much does it cost to live in the place you are going?
Write the amount here: _____

Do you have enough money to live for a while when you first arrive and for the return trip?

(Remember, it is dangerous if you have to borrow money from the recruiter or employer to make the trip, or if you have to go into debt to pay a deposit to the recruiter. It is dangerous to arrive at a new job in debt to the recruiter or employer.)

Are you travelling with friends?

Information About the Job

Do you know anyone who has been hired through this person or a recruiter before?

Does the person who got a job sometimes come home to visit?

Does the person who got a job call his or her family?

	YES	NO
Does this job sound like other jobs you have heard about?		
Does it pay the same amount of money as other jobs you have heard about? (If it sounds too good to be true, it might be a lie.)		
Can the person who is organising the job for you tell you the name of the company you will work for? Write it here: _____		
Can the person tell you the address and phone number of the company? Write it here: _____ _____		
Can you look up the name and address of the company on the Internet?		
Do you have a contract?		
If you do not have a contract, have you discussed the conditions of your work?		
Can you read and understand the whole contract?		
Do you agree with everything the contract says?		
Documents	YES	NO
If you are going to another country, do you have a passport and a work visa for that country?		
People to Contact	YES	NO
Will you bring a mobile phone with you so that you can contact your family when you are away?		
Do you know an organisation or person to contact in the other town/ country – if something goes wrong and you need help and safety?		
Additional country-specific contacts?		

The more times you answer yes, the safer your plan is.

Session 23: Keeping Safe on the Journey

23



Objective

Participants will learn strategies for keeping safe while they travel to migrate.



Time

75 minutes



Supplies

- Smart Navigator Booklets
- Reference **'IS 23a: Checklist: Safe Travel'** and **'IS 23b: Checklist: Important Documents'**
- A 'stop sign' from **'IS 23c: Stop Signs'** for each participant



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

In the past few sessions we have talked about the Decision Model.

Can anyone tell me the five steps in the Decision Model?

Would you use these steps in your own life?

Keeping Safe on the Journey

Explain that if participants have followed all the steps and made the decision to migrate, they now need to know how to travel more safely.

Tell participants that before they migrate they should complete 'Checklist: Safe Migration', which was discussed in the last session.

Then they should locate and pack their important documents. Ask participants to turn to the 'Checklist: Important Documents' in their Smart Navigator Booklets (also 'IS 23b: Checklist: Important Documents' below).

Explain that this is a list of documents that they may need in order to migrate. Ask if anyone can remember what a passport and visa are.

Remind participants that a **passport** is the document issued by their country that they must show when they cross an international border. Once they have a passport from their own country, they can apply for a visa to enter another country. Remind participants that keeping their passport safe is the top priority when travelling or migrating. They should never have to give it to someone for 'safe keeping.'

Remind participants that a **visa** is a stamp or sticker in their passport from the host country that gives them permission to enter that country. Remind them that the country they want to go to may not give them a visa.

Explain that there are different kinds of visas. A work visa means they can legally work in a country; a tourist visa means they can visit but cannot legally work.

Note that even though they may not have all of the documents on the checklist, the more documents they have the safer they will be.

Explain that they should take precautions to make sure that their documents are safe while they travel. Read aloud two key precautions they can take:

1. The first is to **make two photocopies** of your passport, visa, work contract and identity card (if you have these documents).

You should leave one copy with your family or friends in your home and take the other copy with you. Do not keep the photocopy that you take with you in the same place as your real documents.

If your documents are lost or stolen on the journey, the photocopies will make it easier to replace them.

If your family loses contact with you and is worried about you, the photocopies will also make it easier for them to report your absence to authorities and possibly find you.

2. The second precaution is to find a good place to **hide your documents in your clothes** (not in a bag) while you travel. Strangers should not be able to see where you are carrying your documents.

Ask participants to look at the 'Checklist: Safe Travel' in their Smart Navigator Booklets (also 'IS 23a: Checklist: Safe Travel' below). Ask participants to read the list aloud. Ask:

- Do you think these precautions could help you travel more safely?
- What barriers could there be to taking these precautions?
- How could you overcome these barriers?

Play Stop Story

Hand out the red stop signs ('IS 23c: Stop Signs'). Explain that you will read a story about a migrant. Every time the migrant does something dangerous, the participants should hold up

their stop signs and say 'Stop'. The participants should then explain what the danger is and what the migrant should do. Read the following story aloud:

S was a young woman who had not completed much schooling and decided to migrate. (**STOP** – She should study more if possible.) She began considering places she could travel to for work.

She met a man who told her he could get her a job for \$200. She talked the decision over with her family. Eventually she decided to borrow money from a local moneylender against her family's farm. (**STOP** – She should try not to go in to debt to migrate and potentially endanger the welfare of her family.)

She gave the job broker the \$200 and signed a contract in a language she could not read. (**STOP** – She should never sign a contract she cannot read.)

S had an identity card. The broker took her identity card saying he needed to keep it for her employer. (**STOP** – She should never give her identity card to another person.)

She did not leave photocopies of any of her documents with her family. (**STOP** – She should leave photocopies of her documents with her family.)

S had friends who had migrated within her own country. But the broker told her they were going somewhere in Thailand that she had never heard of. (**STOP** – She should know where she is going as well as the name of her employer, if possible, before she leaves.)

S came from a poor family. When she left her village she had almost no money in her pocket. (**STOP** – She should carry enough money to live for a while once she arrives and to pay for a return ticket if she cannot get a job on her arrival.)

She did not carry a phone and did not know the phone number of anyone in her village. (**STOP** – She should try to carry a phone or at least know the phone number of someone in her village before she leaves.)

At first S assumed that she was going to work in another country legally. But then the broker told her they had to leave at night because they were crossing the border to Thailand illegally. (**STOP** – She should migrate legally if possible.)

After they had crossed the border, S got into a private car. (**STOP** – She should not get into a private car.)

Quiz

Play the Memory Ball Game from the warm-up activities at the start of the toolkit, page 10.

Role Play

Ask participants to divide into groups of 8–12 people. Ask each group to prepare a role play based on this scenario:

A migrant is riding on a bus. First, a fellow traveller tries to offer the migrant a job. The migrant uses assertive communication to refuse. Then the bus driver tries to persuade the migrant to get on a private bus at the next stop. What does the migrant do?

Session Summary

- Fill out the 'Safe Travel' and the 'Important Documents' checklists in your booklets before you go.
- Leave photocopies of your important documents with someone you trust, and carry photocopies of your documents separately from the real documents. Hide your real documents where others can't see them.
- Carry your Smart Navigator Booklets.
- Travel with enough money to live for a while without a job and to pay for your trip home.
- Don't give your documents to other people.
- Be suspicious of strangers, or false 'friends' – they may be traffickers.



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 the participants that they just got another star for attending this session.

Ask participants to ask their parents for advice about how to travel safely.

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

IS 23a: Checklist: Safe Travel



Check which you have completed



Explore the options for documented migration. It is safer.	
Fill out the Checklist: Safe Migration and the Checklist: Important Documents before you leave.	
Memorise the phone number for calling home from the new country before you leave (see 'IS 24c: How to Telephone Home').	
Leave photocopies of your documents with someone you trust in your home (if you get in trouble or lose your documents, it will help your family to help you).	
Carry photocopies with you separately from the real documents.	
Travel with enough money to live for a while without a job and to return home.	
Keep your Smart Navigator Booklet, your documents and your money in a hidden safe place in your clothes.	

Remember:

- 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 (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 follow strangers at the train or bus station.
- Try to avoid getting in a private car or mini-bus.

23 IS 23b: Checklist: Important Documents

This is a list of numbers and documents you should always carry with you when you migrate.



Make two photocopies of each of your documents. Leave one set of photocopies with your family, and take the other with you. Keep your own photocopies in a separate place from your real documents, so that if the real ones are lost or stolen, you have copies to show the authorities.

Write numbers and addresses below if you have them:



Telephone number of your own family. _____



Telephone number of person already in that job. _____



Telephone number of someone you know living in your destination.



Telephone number of helpline/NGO in place you are going –
in case you need help. _____



Telephone number of police. _____



Name and address of place you will be working.



Name and address of your country's embassy, in the destination country.



Name and address of an NGO like World Vision in the destination country.

IS 23c: Stop Sign



Session 24: Once You Arrive



Objective

Participants will learn strategies for staying safe once they arrive in a migration destination.



Time

75 minutes



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 strategies you can use to keep safe while you travel?

Did your parents give you advice about how to travel safely?

Do you think it would be realistic to use these strategies? Why or why not?

Safety When You Arrive

Hand out the Smart Navigator Booklets. Ask participants to turn to 'Checklist: Safety When You Arrive' in their Smart Navigator Booklet (also 'IS 24a: Safety When You Arrive' below). Ask participants to read through the list of ways to stay safe.

Now ask them to turn to 'How to Telephone Home' (also included on the 'IS 24c: How To Telephone Home' below). Ask the participants to read through the instructions.

Ask the group:

- Do these instructions make sense to you?
- Would you be able to use them? Why or why not?
- Can you think of any other ways that participants could stay safe when they arrive in a new place for work? Can you share these with the group?



Supplies

- Reference '**IS 24a: Safety When You Arrive**'
- Copies of '**IS 24b: Migration Stage Cartoons**' (enough for half the number in your group; participants will use these cartoons in pairs)
- Reference '**IS 24c: How To Telephone Home**'
- Smart Navigator Booklets

Migration Stage Cartoons

Hand out 'IS 24b: Migration Stage Cartoons'. Explain that these pictures tell the story of a young person's journey to a big city for work. Ask participants to divide into groups of 2 or 3. Then go through the story and write in the speech bubbles an example of something she can do at each stage to increase her safety.

Quiz

Play the Memory Ball Game from the warm-up activities at the start of the toolkit, page 12.



Diary

Ask the participants to write or draw in their diaries.

Session Summary

- Call your family frequently and tell them details about your life.
- Visit the place where you will be working. Decide if the work conditions are OK.
- Build a network of friends who are in the same situation as you. But remember, many people are trafficked by people that they know.
- Learn the location of the police station, the bus station and any local NGO or migrant support centres.
- Never send money home in an envelope because it may be stolen.



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 the participants that they just got another star for attending this session.


Ask participants to ask their parents, caregivers or friends in the community:

- Do you have suggestions about how someone can stay safe after migrating?
- Do you know people who have migrated?
- Do they still contact their home village?

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

Explain that next week we are going to talk about the difficult subject of what to do if you are trafficked.

IS 24a: Safety When You Arrive 24

Things You Should Do When You Arrive	 Check once you have done this
<p>As soon as you arrive, ask for the name of the town and neighbourhood that you are in. Learn how to explain to people where you live. (This will help you explain where you are if you get into trouble.)</p>	
<p>Call your family as soon as you arrive (your Smart Navigator Booklet explains how to call home). Tell them where you are living, and if possible, give them a telephone number of a friend where they can call you.</p>	
<p>Call your parents regularly. It is good to make a plan with your parents to call them once a week on the same day and time. This means that if you go missing and do not call, they will know that you are in trouble. Tell them if you have any problems.</p> <p>Talk to your parents about your problems.</p>	
<p>Visit the place you will be working. Decide if the work conditions are OK.</p>	
<p>Keep in contact with the migrants you travelled with. Build a network of friends who are in the same situation as you. But remember, many people are trafficked by people that they know.</p>	
<p>Walk around your neighbourhood; learn where the police station is and where the bus station is.</p>	
<p>Ask if there is a community centre or NGO that offers services to migrants, or a place for migrants to meet. Visit these places.</p>	
<p>If you decide to send money home, ask your friends for a reputable way to send the money. Never send money home in an envelope because it may be stolen.</p>	

24 IS 24b: Migration Stage Cartoons

At each stage the question is written below the cartoon, and the character S has a speech bubble without words that is big enough for the participants to write their comments in.

Examples of speech bubbles:



Image 1: S migrates

Example of a speech bubble: *'I have my documents in a safe place, and I won't talk to strangers.'*



Image 2: S at the bus stop. Woman approaches her. S ignores her and takes a local bus to meet her friend.

Example of a speech bubble: *'No, thank you. I have already made plans to meet a friend.'*



Image 3: S arrives at factory and looks around at the people working.

Example of a speech bubble: *'Before I begin work, I want to check out where I will be working. I will make sure to sign my contract to ensure that I am paid on time each month, so that no one takes advantage of me.'*



Image 4: S walks around her neighbourhood and locates the police station.

Example of a speech bubble: *'I have located all of the important places in the neighbourhood, and I know how to contact them in an emergency.'*



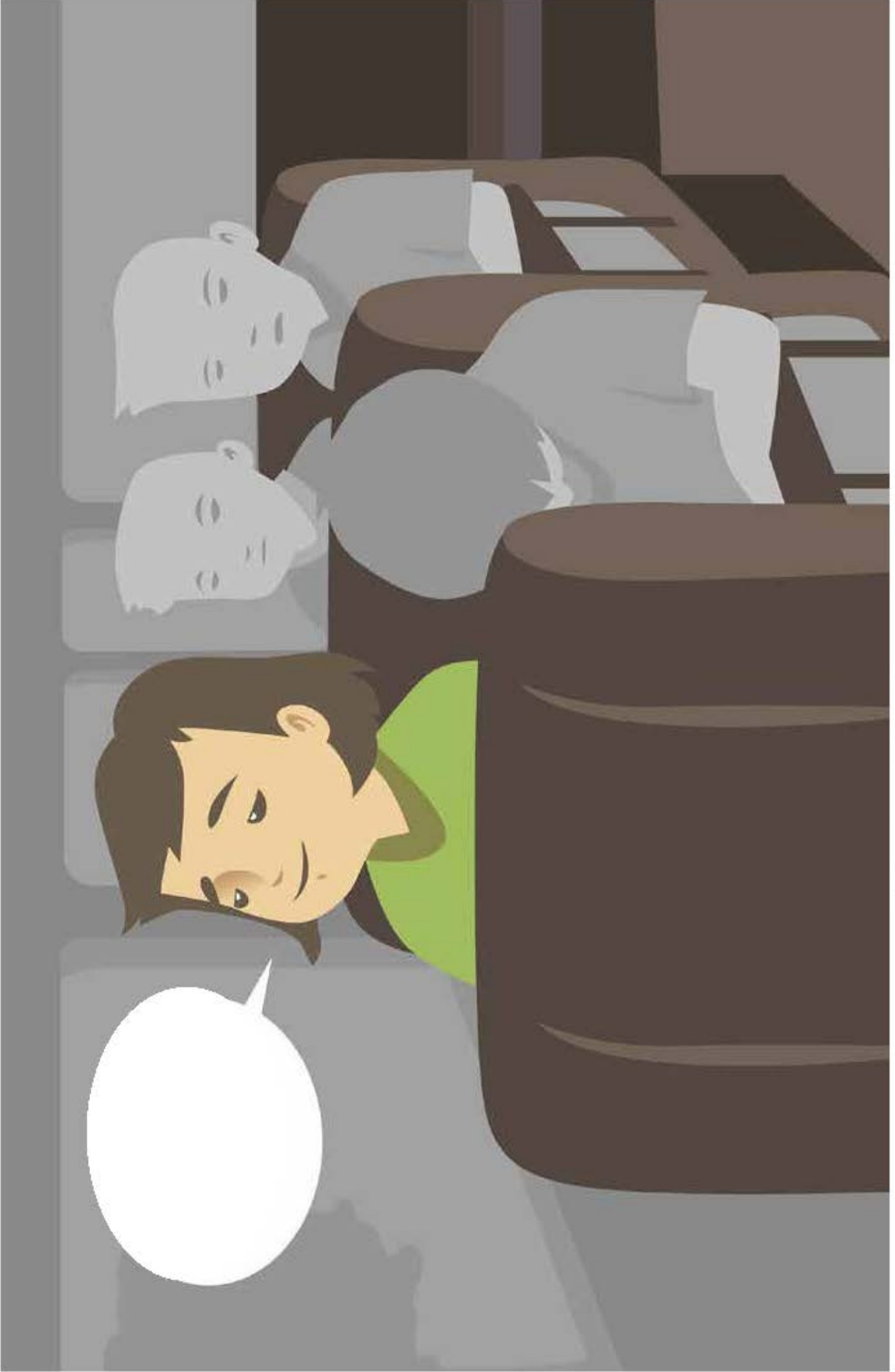
Image 5: S at a community centre for migrants, making friends.

Example of a speech bubble: *'I will learn where other migrants are from and talk with them.'*

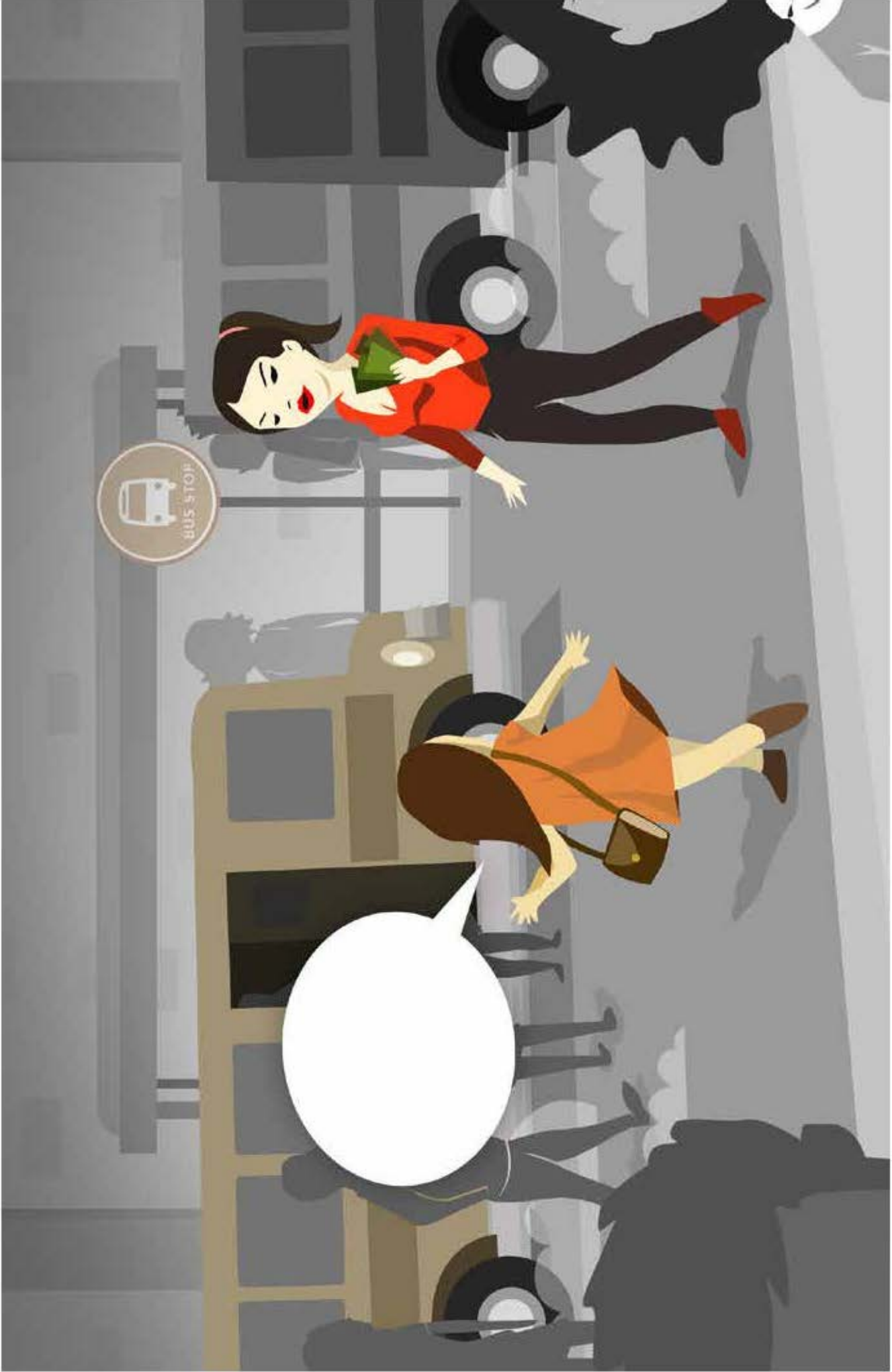


Image 6: S calling home to tell her parents where she is.

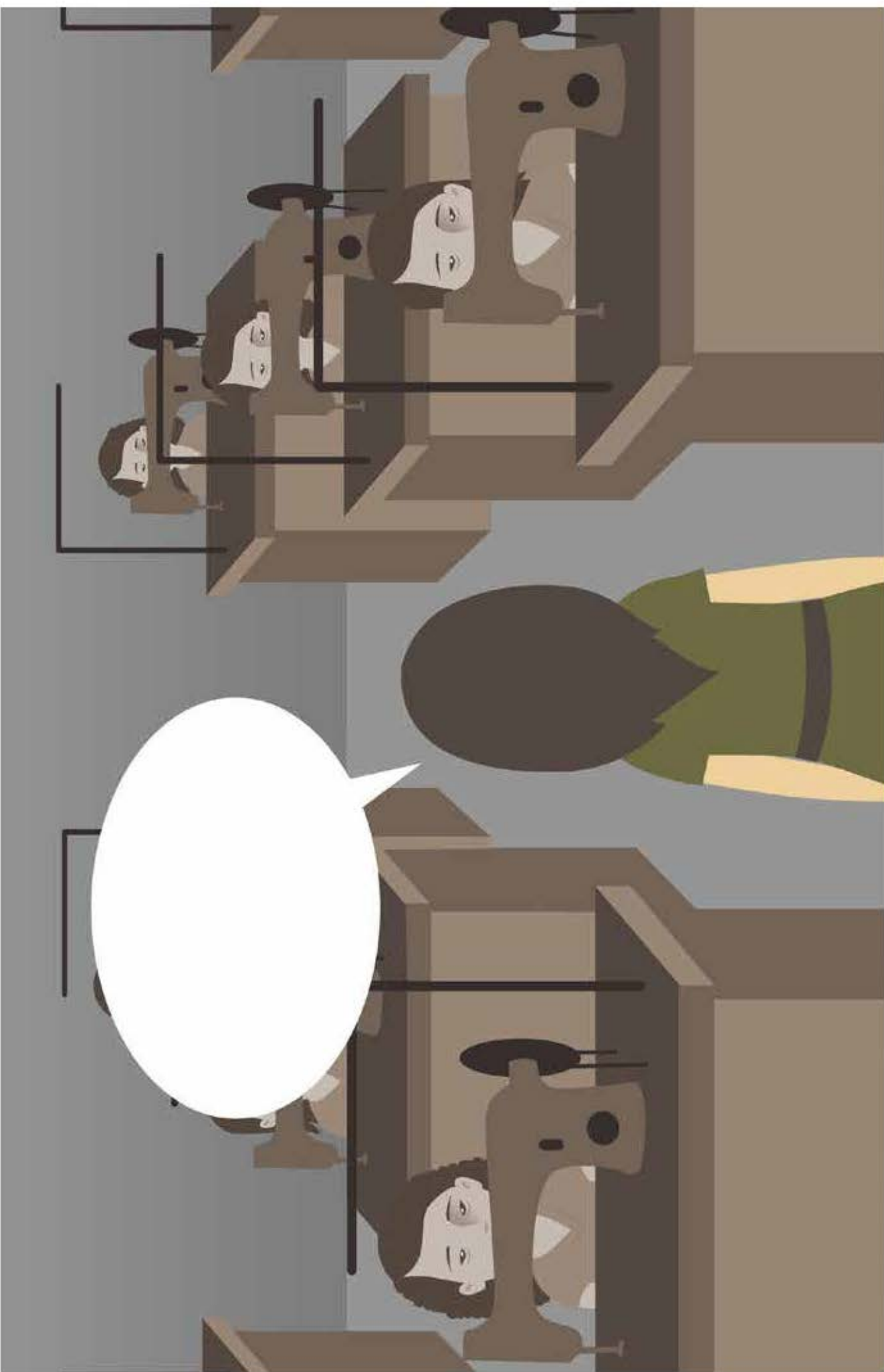
Example of a speech bubble: *'I will make sure that my family knows where I am and that I am safe by calling them regularly.'*



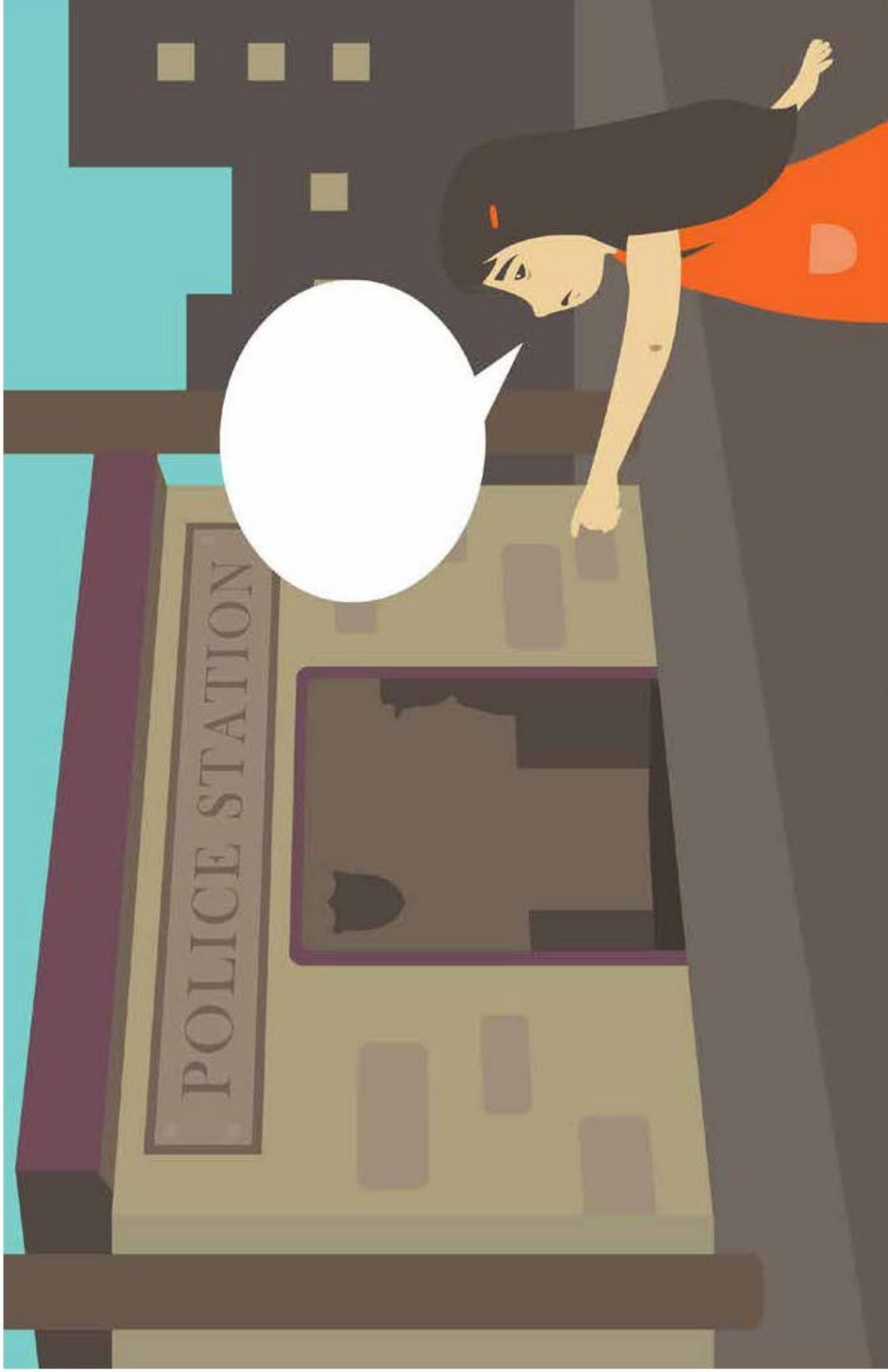
1. What does S do to keep safe on the bus?



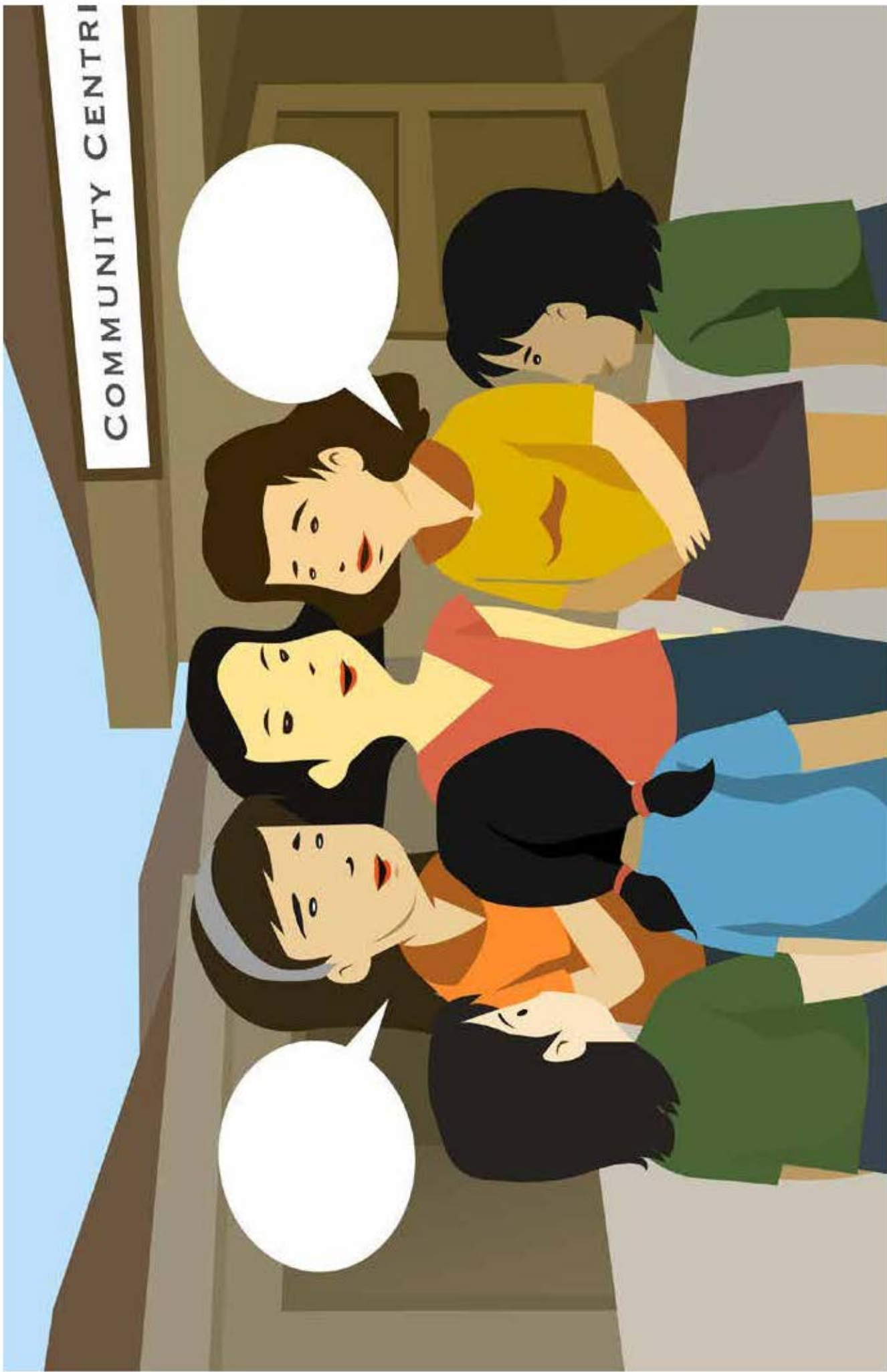
2. What does S do to keep safe at the bus stop?



3. What does S do to keep safe in her new job?



4. What does S do to keep safe in her new neighbourhood?



5. How does S make friends?



6. How is S protecting herself?

IS 24c: How to Telephone Home **24**

If you have a phone, you should bring it with you if you migrate. However, your SIM card from your country will not work in another country. You can usually buy a new pre-paid SIM card for your phone when you arrive in the new country.

If you don't have a phone, many destination countries, such as Thailand or Malaysia, have Internet cafes where you can pay to make a call home.

To telephone to your own country you do the following:

Dial: 001

Then: Your country code

Then: The number in your country, missing the first 0

001 + country code + (no zero) + number.

These are the country codes for different countries:

Cambodia: 855

China: 86

Lao PDR: 856

Vietnam: 84

Thailand: 66

Myanmar: 95

(World Vision Country Staff, please keep all country codes but highlight the code relevant for your country.)

For example, **if your phone number in Cambodia** is 012 820 544, then to call home from Thailand

you dial 001 855 12 820 544

For example, **if your telephone number in Vietnam** is 018 442211, then to call Vietnam from Thailand

you dial 001 84 18 442211

25 Session 25: What to Do if You Are Trafficked



Objective

Participants will learn about support services that assist migrants, and will consider the options of migrants who have been trafficked.



Time

75 minutes



Supplies

- Copies of **'IS 25a: Hard Situations'** (participants will use them in groups of 4 or 5 people)
- Reference **'IS 25b: What to Do If You Have Been Trafficked'** and **'IS 25c: Emergency Telephone Numbers'**
- Smart Navigator Booklets



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

Did anyone get advice from parents on how to stay safe if you migrate? What was it?

Did anyone find out if people they knew still contacted their family after they migrated?

Trafficker Control

Explain that this session is about what to do if they have been trafficked. This is a difficult subject to talk about because there are no easy answers. Explain that traffickers try hard to make sure that the people working for them cannot escape or contact other people for help. Ask the group to think of ways that traffickers control their victims. These may include:

- threats to the victim
- physical violence
- threats to the victim's family
- isolating the victim

- promising the victim money if he or she works for a long time
- drugging the victim
- threatening to hand the victim over to the police for visa violations
- locking the victim in the work place.

Hard Situations

Tell participants that it is very difficult and dangerous to escape from traffickers. Ask the participants to divide into groups of 4 or 5 people, and hand each group a copy of 'IS 25a: Hard Situations'. Ask each group to choose a different dilemma and to consider what they think the trafficking victim should do in this case.

Support Services

Ask participants to take out their Smart Navigator Booklets and to look at the 'Emergency Telephone Numbers'. Explain that since migrants often find work in different countries, the list includes emergency helpline numbers for many countries.

Explain that migrants should memorise the emergency helpline numbers of their home country and the telephone number of their family or a family friend. This means that if they lose the number, they can still call in an emergency.

Next, help the participants to memorise the local emergency number. The facilitator should chant the number in a rhythm or like a song, and then ask participants to chant or sing the number back in the same manner. It can be made into a simple rhyming song. For example,

Facilitator: '1-1-9-1 – you call to get the police to come.'

Participants: '1-1-9-1 – you call to get the police to come.'

Repeat this many times until the participants know the number.

What to Do If You Are Trafficked

Ask: 'What would you do if you were trafficked?'

Ask participants to turn to 'What to Do If You Have Been Trafficked' in their Smart Navigator Booklets (also 'IS 25b: What to Do If You Have Been Trafficked' below). Ask for a volunteer to read it aloud.

Explain that this page offers advice, but these actions may not be enough to help them if they are trafficked. Traffickers are dangerous criminals. It is much, much better to take care so that they are not trafficked in the first place.

Ask if anyone has ever met someone who escaped after being trafficked or exploited. If so, how did the person escape?

Role Play

Ask participants to divide into groups of 4 or 5 people. Ask each group to choose a different situation from 'IS 25a: Hard Situations' and to prepare a role play about the situation.

Tell the groups they have five minutes to create the role play. Then perform them for one another.

Session Summary

- Learn the emergency telephone numbers for your country and your destination country.
- If you have been trafficked:
 - Try to identify your location by looking for place names, highway numbers, town names, prominent buildings. This means if you can get to a phone, you can tell people how to find you.
 - Try to learn the name of the factory, restaurant or brothel where you are being held.
 - Make a plan before you act.
 - Do not stay in a job if the employer says he will not pay you until you have worked for a year.
 - Call the emergency telephone numbers in your booklet.
- The truth is, it is very difficult to escape from traffickers. The most important thing is to be very careful to try to avoid being trafficked in the first place.



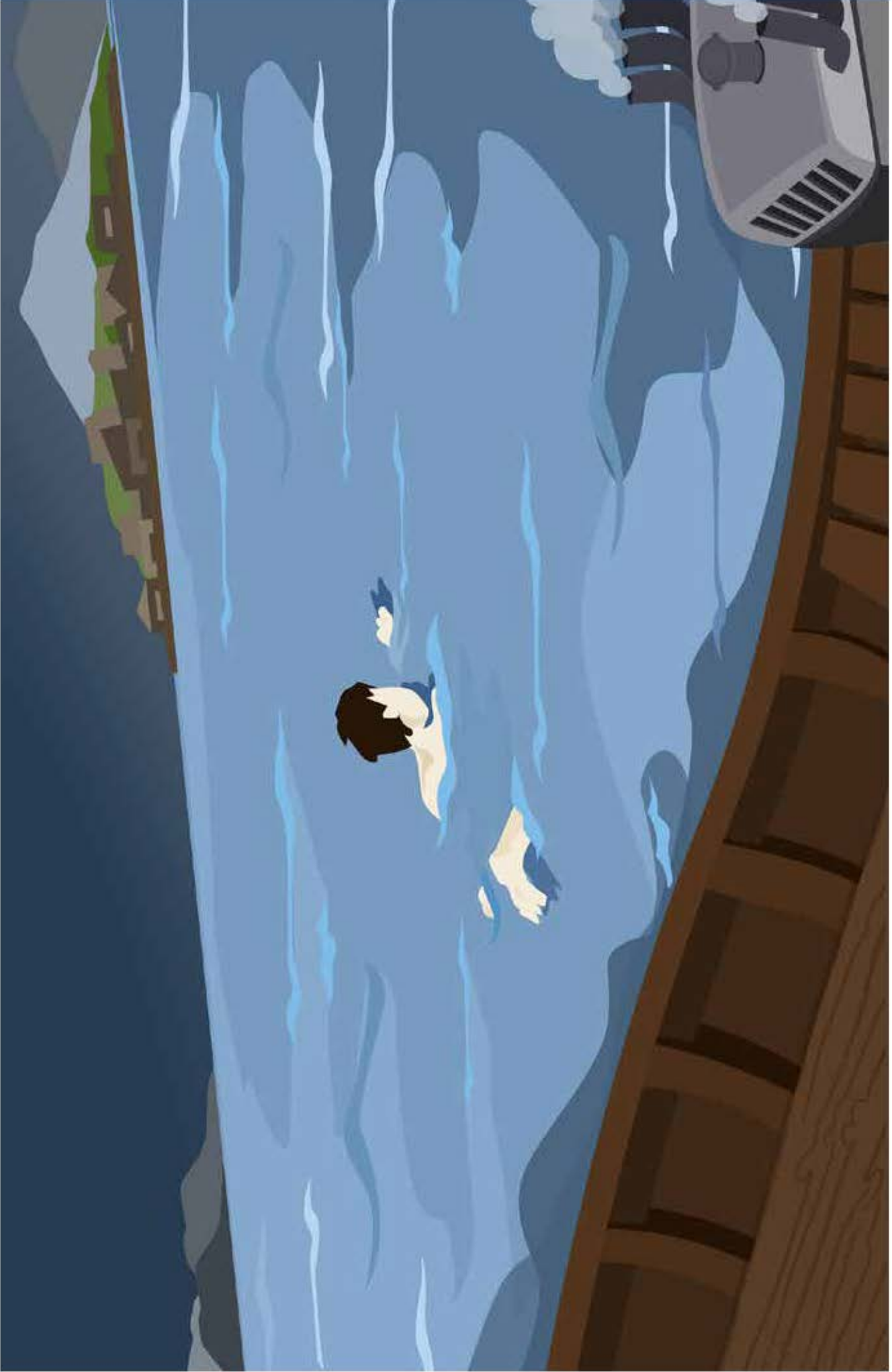
Closing

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 the participants that they just got another star for attending this session.

Ask participants to learn the emergency telephone number in their country and in destination countries.

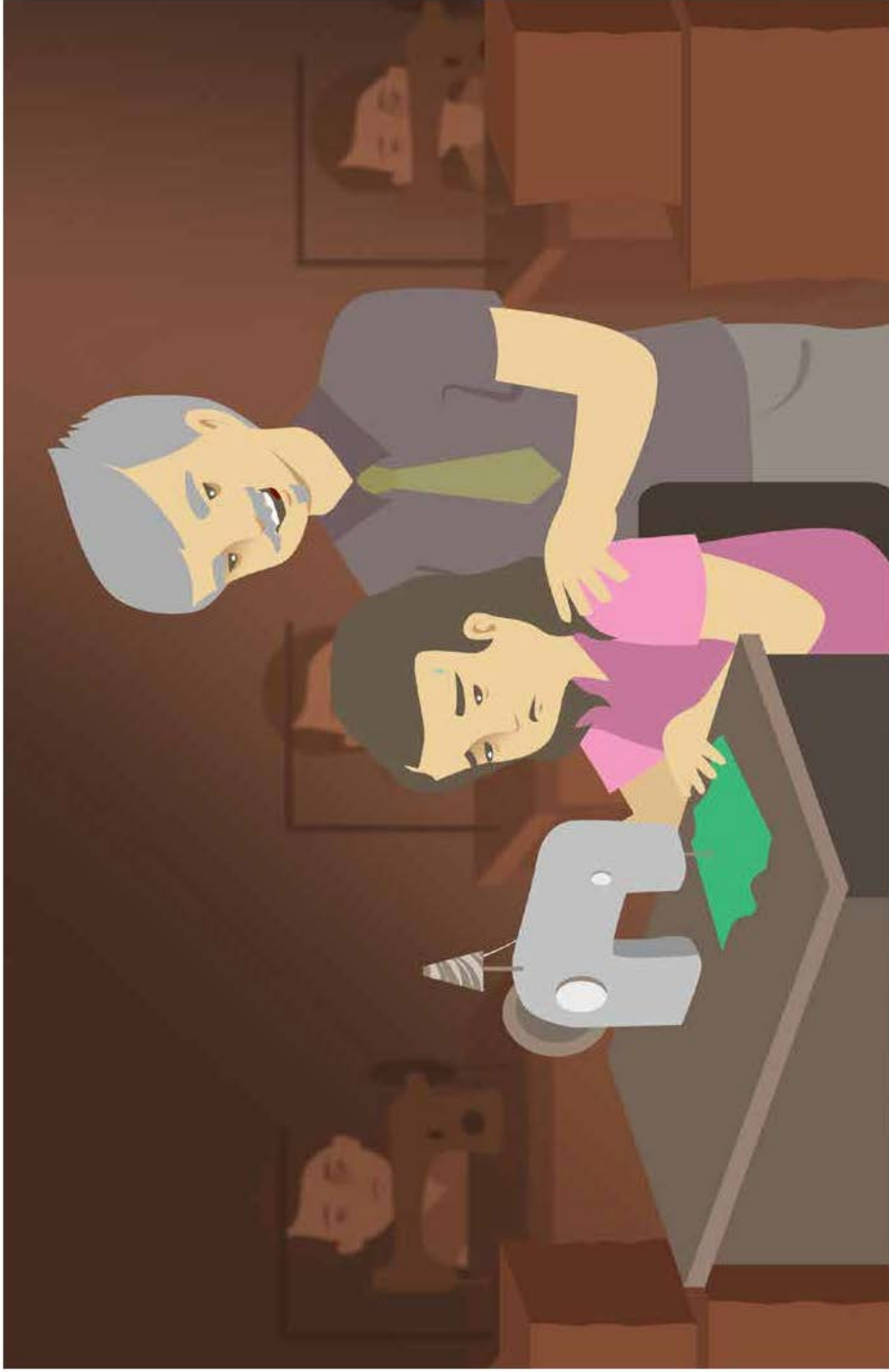
IS 25a: Hard Situations



1. S took a job on a fishing boat. As soon as the boat left port, S realised he had made a huge mistake. The boat captain made them work 20 hours a day and beat them when he was angry. When one of S's crewmates became sick, the captain threw him overboard to drown. The boat was at sea for two months, and S didn't receive any salary. He escaped one night and swam to shore. He didn't receive a penny for the work he had done. **What should S do?**



1. M was nine years old. He had been badly burned in a fire as a child, and his face was scarred. His family sent him to beg in a tourist town. He was controlled by a man who took him to the streets to beg in the morning and picked him up at night, demanding all the money that M had made. The man beat him and never paid him any money. **What should M do?**



3. L worked in a shoe factory in the city. She had paid a deposit to the owner to get the job. She had been working there for three months, living on the factory grounds, but the owner had not paid her yet. The owner noticed her and kept touching her and telling her she was beautiful. She did not like the way he touched her, and tried to avoid being alone with him. **What should L do?**



25 IS 25b: What to Do if You Have Been Trafficked

- If you are being moved from one place to another by a trafficker, keep your eyes open for signs or markers. Try to figure out where you are. Look for train stations, highway numbers, town names, or prominent buildings. Remember details. This means if you can find a way to make a call, you can describe where you are.
- If you are being held against your will in a workplace like a brothel or a factory, try to learn the name of the place you are being held. If it is safe, talk to people around you to see if they know where you are.
- Remember the face of the trafficker.
- If you think you have been trafficked, make a plan before you act. Do not let the trafficker know that you think you have been trafficked; play along whilst looking for ways to escape.
- If you have been trafficked to sell sex, try to persuade the men to use a condom.
- Call the emergency telephone numbers from your Smart Navigator Booklet.
- If you have been trafficked and are not receiving any salary, and the employer tells you that if you work for another year or two you will receive a lot of money at the end, do not trust the employer. Traffickers often try to trick migrants in this way, and the migrants do not receive the money.

IS 25c: Emergency Telephone Numbers



Cambodia

Phnom Penh:	017 276 222
Battambang:	017 256 222
Banteay Meanchey:	017 260 222
Siem Reap:	017 258 222
Kampong Thom:	017 254 222
Kampong Chhnang:	017 326 222

Vietnam

The following telephone numbers can be used by migrants to access help in an emergency.

I 800 1567:

Anti-Trafficking Hotline

(844) 3936 6633:

Migrant Resource Center (MRC)

0694 4037:

Criminal Investigation Department, MPS

Myanmar

The anti-trafficking hotline numbers are:

95-67-412555 **95-67-412666**

95-949-555666 **95-949-555777**

95-949-555888 **95-949-555999**

UNIAP, UNICEF, IOM, Save the Youth, World Vision and AFXB have anti-trafficking programmes.

China

青少年维权 Teenagers' Hotline	12355
妇女维权 Women's Hotline	12338
劳动维权 Labour Rights Hotline	12333
市长热线 The Mayor's Hotline	12345
报警热线 Police Hotline	110

The Ministry of Civil Affairs (MCA) runs shelters across China where migrants can also turn for help.

Laos

020 548 389 69

Thailand

Migrants can call 1300 to get help. In some provinces the hotline number has an interpreter who speaks the languages from some neighbouring countries.

1191 is the number to call to contact the anti-trafficking police.

1417 is the number for teenagers to call for advice.

26 Session 26: Reflection, the Path to Safe Migration



Objective

Participants will demonstrate what they have learned through drawings that illustrate strategies for safe migration.



Time

75 minutes



Supplies

- A long piece of paper for each participant (made by sticking three normal pieces of paper so they make a long line)
- Coloured pens
- Smart Navigator Booklets



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

What are the emergency telephone numbers for your own country? (If participants are confused, repeat the process from the last session in which the whole group chanted the numbers together.)

Remember to memorise the emergency number of the destination country if you choose to migrate.

Reflection

Explain that the Smart Navigator Toolkit has covered a lot of information. Below is a summary of the main topics that were studied. Read the list aloud to the group. Stop after each topic and ask if they can remember what this session was about and what activities they did.

- The definition of trafficking.
- The definition of child trafficking.
- The difference between trafficking and smuggling.

- Trafficking for sexual purposes including CSEC.
- Trafficking for labour exploitation.
- Trafficking for child labour.
- Trafficking can happen anywhere.
- Common tricks used by traffickers.
- The connection between trafficking and drug use.
- The connection between trafficking and gender.
- How to use assertive communication and good listening to protect yourself.
- How to prepare for safer migration (Decision Model and Checklist).
- Keeping safe on the journey.
- How to keep safe after arriving in the migration destination.
- What to do if you are trafficked.

Path to Safe Migration Drawing

Ask participants to take out their Smart Navigator Booklets, for reference.

Explain that today they are going to illustrate some of the things they have learned. This drawing can include pictures and words that explain what they have drawn.

The drawing will be in three sections:

1. Preparing for migration.
2. On the journey.
3. Once you arrive.

Ask participants to think back over the list that was read. Ask participants what topics they could include in their picture of 'Preparing for migration'.

Answers may include:

- Knowing what trafficking is.
- Common tricks of traffickers.
- Decision Model.
- Checklists.
- Trafficking can happen anywhere.
- The difference between real friends and traffickers.

Ask participants what topics they could include in their picture of 'On the Journey'.

Answers may include:

- Common tricks of traffickers.
- The difference between real friends and traffickers.

- Keeping safe on the journey.
- Assertive communication and good listening.

Ask participants what topics they could include in their picture of 'Once You Arrive'.

Answers may include:

- How to keep safe after arrival.
- Assertive communication and good listening.
- What to do if you have been trafficked.
- Emergency telephone numbers.
- Trafficking and drugs.
- The difference between real friends and traffickers.

Hand out the pens and paper and explain that participants will have about 30 minutes to draw, and then they will share their images.

Remind participants, it does not matter if they are good at drawing. It is important that they express their ideas and tell a story.

As participants draw, walk around the group, encouraging them. Remind them of topics to include as they draw. Explain that they can also look at their Smart Navigator Booklets for ideas while they draw.

After 30 minutes ask participants to share their drawings. Then, if there is still time ask them:

- Do you think SNYC changed your views? If so, how?
- Do you think SNYC changed the way you will act or will act in the future? If so, how?
- What was the most important thing you learned at the SNYC?

Explain that there is no summary of this session because this is a reflective session. There is also no diary or role play because of time limitations.



Closing

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

Thank all the participants for their commitment and time. Explain that next week we will begin discussing actions we can take to share the knowledge we have learned.

