



Part B

**Features of
the Smart
Navigator
Toolkit**





Session 3: Features of the Smart Navigator Toolkit



Objective

Participants will learn how to use the toolkit and will understand the purpose of specific features.



Time

60 minutes



Supplies

- Copy of the toolkit for each participant
- 'IS 3a: Checklist: Youth Who Cannot Read'



Participants

2–3 adult facilitators from each SNYC



Facilitator

WV country staff who attended the ETIP SNYC training

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Introduction to the Smart Navigator Toolkit Features

Ask participants to take out their toolkit and to turn to the 'Session 1: Introducing Our Club'.

Read the following section aloud to participants, whilst they look at their toolkit.

Smart Navigator Toolkit Overview

Explain that the toolkit is comprised of six parts:

- Part A: Setting Up a Smart Navigator Youth Club
- Part B: Information About Trafficking
- Part C: Life Skills That Can Build Individual Resistance
- Part D: Safe Migration Planning
- Part E: Taking Action
- Part F: Summary of Key Facilitation Points

Features of the Toolkit

Explain that the sessions include a series of features that are repeated. Some of these are designed to help the SNYC facilitator plan for sessions. Others are designed to help the participants learn a subject more deeply. Below is a summary of these features:

Objective

This tells the SNYC facilitator what participants will learn from the session.

Supplies

This section lists the things the SNYC facilitator will need in order to lead the session. These will be provided by World Vision. However, the SNYC facilitator may need to do a small amount of preparation; for example, photocopying an IS so that there are enough copies for all participants. The SNYC facilitator can also ask for help from participants of the SNYC with these tasks; for example, cutting out stories from an IS. The SNYC facilitator should read the supply list a week before the session begins so that he or she has time to prepare.

Preparation

Explain that some sessions include a note on preparation. This may include explaining to participants before the session begins that the content of the next session is sensitive. The facilitator should read the preparation advice at least a week before the session begins.

Sign In

Explain that participants of the SNYC sign in at the start of each session. This is to build commitment. It also enables the SNYC facilitator to count how many sessions participants have attended for the star system (explained below).

Warm Up

Each session begins with a warm-up game. These games are fun, but they also serve another purpose. They help youth participants relax and feel comfortable before they begin discussing the topics that may be difficult to talk about. They help the participants get to know and trust one another. They also get the participants energised at the start of the session. Youth

SNYC facilitators lead the games. The adult SNYC facilitators should make sure the games don't last longer than 10 minutes.

Review

Explain that the review asks participants to remember what they have learned in previous sessions. It assesses whether participants are retaining the information and applying it to their lives. It also encourages participants to connect the information they have learned in different sessions.

Diary

Explain that the diary can be written or drawn. The toolkit helps youth in the club to become more self-aware – to think about their lives and make conscious decisions to guide their lives instead of floating like a leaf in a stream. Diaries also give them a place to express their emotions without judgement or embarrassment. It is very important that no one else reads the participants' diaries. Even the SNYC facilitator cannot read a participant's diary. The diaries should offer a truly private space.

Role Play

Explain that role plays during some sessions are designed to help participants explore topics and to speak up.

Time Keeping

The toolkit includes suggested times for each session. It is important to stay within this suggested time frame for each session, so that participants do not miss any sections and the session does not run overtime.

Session Summary

This presents the key points of the session. The SNYC facilitator reads it aloud. It should take only 1–3 minutes to read the session summary.

Ask participants to look at the toolkit and find an example of each of the following features. Go through the list, and ask for volunteers to explain aloud in one sentence what the feature is for:

- objective
- supplies
- welcome
- warm up
- review
- session summary
- diary
- role play.

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

Smart Navigator Booklet

Explain that the toolkit is accompanied by a Smart Navigator Booklet. This is the size of a passport and is designed to fit in a small bag or money belt. It includes summaries of key information given as part of the toolkit and, most important, telephone numbers and addresses of organisations that support migrants. SNYC facilitators are instructed to tell participants to refer to their Smart Navigator Booklet at specific times during the toolkit sessions. The Smart Navigator Booklets are stored with the diaries at the SNYC until the end of the toolkit so that youth do not lose their booklets.



Star System

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. SNYC facilitators can decide what way they would like to distribute and display the stars that are earned.

Explain that the World Vision staff and SNYC facilitators can decide together what these incentives should be. Ideas for incentives might include:

- items donated to World Vision such as concert tickets or T-shirts
- SNYC T-shirts or hats
- payment for vocational training courses in subjects linked to safe migration
- inclusion in regional World Vision anti-trafficking events or retreats.

These rewards will be different for each SNYC.

Following the Toolkit Instructions

Explain that World Vision encourages facilitators to bring their own wisdom and experience to the SNYC and to link sessions to the realities of their community. At the same time, facilitators need to be careful to follow the instructions in the toolkit. SNYC facilitators should bring the toolkit to every session and follow the steps as they teach. SNYC facilitators should be reading from the toolkit throughout the session because information in the

toolkit is very specific (for example, the definition of trafficking, the emergency numbers and the laws about trafficking).

SNYC facilitators need to **follow the instructions in the toolkit**.

Other Considerations

Youth Who Cannot Read

Explain that the SNYC targets vulnerable youth. Some of these youth will have limited literacy skills. The toolkit was designed for youth who can read. It would need to be adapted if an SNYC had a large percentage of illiterate youth. However, the SNYC can include approximately 20 per cent of youth who cannot read, if necessary. If the SNYC has youth participants who cannot read, use the checklist to make sure these participants are assisted:

- Do not tell the whole group that a specific participant cannot read.
- Whenever written information is handed out (for example, an IS), it is important to read it aloud as well, so that participants who can't read can hear it.
- Whenever the SNYC facilitator divides participants into groups to work on flip-chart exercises or to discuss issues, it is important to divide youth who cannot read amongst the groups, so that the youth who are literate can write for them.
- The toolkit offers plenty of opportunities for participants to draw images of their experiences. The SNYC facilitator should stress that drawing is an option (for example, in the diary sessions).
- If an exercise involves passing around a bag with written information on pieces of paper, the SNYC facilitator should make sure the bag does not stop at a participant who cannot read.
- Most activities ask youth to work in pairs or in groups so that youth who are not literate can work with youth who are literate.

Youth Who Are Separated from Their Parents

The SNYC is designed to build links among the youth, their parents and the local community in the belief that this strengthens learning and builds commitment to the clubs. However, in some cases the SNYC may be working with youth who do not live with their parents. In these cases the SNYC facilitators should omit the sections of the toolkit that suggest youth discuss issues with their parents. If it is appropriate, they should ask youth to discuss these issues with an adult they are close to, a religious leader or their peers instead of their parents.

Session Summary

- The toolkit is composed of six parts.
- Each part is composed of sessions, which are lesson plans that last for approximately 75 minutes.
- Participants are also given Smart Navigator Booklets that summarise the most important topics in the toolkit.
- Each participant receives a star for each session he or she attends; stars are accumulated to earn rewards.
- The SNYC can accept a small percentage of youth participants who cannot read, using the steps outlined above.
- SNYC facilitators should follow the instructions in the toolkit.

IS 3a: Youth Who Cannot Read

The toolkit is designed to be taught to youth who can read. It needs to be adapted if an SNYC has a large percentage of illiterate youth. However, the SNYC can include about 20 per cent of youth who cannot read, if necessary. If the SNYC has youth participants who cannot read, use the following suggestions to make sure these youth are assisted:

- Do not tell the whole group that a specific participant cannot read.
- Whenever written information is handed out (for example, an IS), it is important to read it aloud as well, so that participants who can't read can hear it.
- Whenever the SNYC facilitator divides participants into groups to work on flip-chart exercises or to discuss issues, it is important to divide youth who cannot read amongst the groups, so that the youth who are literate can write for them.
- The toolkit offers plenty of opportunities for participants to draw images of their experiences. The SNYC facilitator should stress that drawing is an option (for example, in the diary sessions).
- If an exercise involves passing around a bag with written information on pieces of paper, the SNYC facilitator should make sure the bag does not stop at a participant who cannot read.
- Most activities ask youth to work in pairs or in groups so that youth who are not literate can work with youth who are literate.

Session 4: Monitoring the Smart Navigator Toolkit



Objective

Participants will understand the role of self-monitoring forms, supervision and evaluation days. Participants will know the key criteria upon which the SNYC and the toolkit will be assessed at the end.



Time

60 minutes



Supplies

- A copy of the toolkit for each participant
- Participants' diaries



Participants

2–3 adult facilitators from each SNYC



Facilitator

WV country staff who attended the ETIP SNYC training

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Instruction

Explain that this session will explain how the SNYC and the toolkit are assessed.

Assessment can help World Vision to understand the strengths and weaknesses of the toolkit and SNYC, in order to improve them.

Ask participants to turn to the Self-Monitoring Form in their toolkit, on page 7.

Self-monitoring Forms

Self-monitoring forms are included at the beginning of the toolkit. Adult facilitators should complete these forms after every session, and store them in the locked box with the diaries and the sign-in sheets.

The self-monitoring forms allow SNYC facilitators to reflect on what happened in the session and either build on strengths or adapt as a result of challenges. SNYC facilitators are encouraged to be honest. These are not tests; they are tools SNYC facilitators can use to improve. If used well, they can make an SNYC facilitator's life easier by helping the club run more smoothly. They also allow facilitators to keep a record of problems encountered in teaching the toolkit so they can share them with World Vision staff members.

Ask participants:

- Do you think these questions would help to improve the SNYC?
- What barriers could there be to using these forms?
- How could you overcome these barriers?
- How often do you think it is feasible to fill out these forms?

Supervision

Adult SNYC facilitators work very hard running the SNYC and this toolkit may present special challenges for SNYC facilitators. Explain that World Vision staff will offer supervision to SNYC facilitators. World Vision staff will give SNYC facilitators their telephone numbers and encourage them to call if they encounter problems or have questions. They will also call SNYC facilitators twice a month to discuss progress and problems. World Vision staff will also schedule meetings with SNYC facilitators every two months to offer supervision and support.

Evaluation Day

World Vision staff will lead a one-day workshop to conduct a youth-friendly participatory evaluation at the end of the toolkit.

World Vision staff will provide appropriate participatory, youth-friendly tools to use on the evaluation day.

Stakeholders

The following people should be invited:

- adult facilitators
- youth facilitators
- SNYC youth participants.

These people should all meet in separate groups to assess the SNYC and the toolkit.

Youth Participants and Youth SNYC Facilitators

The tool for youth evaluates increased **knowledge** about:

- trafficking
- common tricks of traffickers
- trafficking laws and rights
- gender discrimination and trafficking
- dangers of drugs and alcohol and trafficking
- assertive communication
- good listening
- dealing with difficult emotions
- making good decisions
- documents and information to take if you plan to migrate
- how to stay safe on the journey
- how to stay safe when you arrive
- what to do if you have been trafficked.

The tool for youth will assess **attitude and behaviour change** in youth, specifically:

- whether youth plan to delay migration
- whether youth would use the information in the toolkit (such as checklists) to plan for safe migration – why or why not?
- whether youth believe they have increased skills due to the SNYC
- the positive or negative impacts of the SNYC on youth's lives.

Adult SNYC Facilitators

The tools for adult facilitators will:

- identify areas of success of the SNYC
- identify challenges faced by the SNYC and how these might be overcome
- assess the quality of facilitation in terms of teaching skills and knowledge.

Finally, both facilitators and youth should contribute towards an assessment of the operations of the SNYC, including:

- attendance levels
- factors that affected attendance levels
- whether youth enjoyed the club, and if not, why not
- whether the SNYC was inclusive
- the quality of facilitation
- areas of success of the SNYC
- challenges faced by the SNYC.

Methodology

The tools used with both adults and youth will be participatory; that is, they will encourage people to offer opinions and ideas, not just facts.

The tools used with the youth are child friendly (using activities that youth like to do, such as drawing to express their ideas).

WorldVision staff will incorporate assessment results into future planning for the SNYC and will adapt the toolkit for future use.



Activity: Personal Reflection on Behaviour Change

Ask participants to take out their diaries. Ask participants to write or draw in their diaries about a time when they changed their opinion about something or changed their behaviour (for example, when they stopped smoking, started dressing like a teenager, started an English class, decided to learn to drive, decided to work with vulnerable youth).

Ask them to consider what influenced this behaviour change. Ask, 'Was it family, friends, new knowledge, life circumstances, fear, ambition, hope or something else entirely?' They will have about 10 minutes to write.

Next, ask them to divide into groups of six to eight people. Ask each group to make two lists:

- internal factors that cause people to change behaviours
- external factors that cause people to change behaviours.

Then ask them to consider:

- Is behaviour change usually the result of a single influence or a range of influences?
- Which of the aspects on the list can the SNYC facilitators use?

Ask the groups to present their answers. Remind participants that if they think any of the results from this activity could be helpful in their work, they should make notes in the section at the end of their toolkit for this.

Session Summary

- Adult SNYC facilitators should complete self-monitoring forms after every session and store them in the locked box with the diaries and the sign-in sheets.
- World Vision staff will offer supervision to adult SNYC facilitators, encouraging facilitators to call if they encounter problems and meeting with SNYC facilitators every two months.
- World Vision staff will lead a one-day evaluation workshop at the end of the toolkit for SNYC facilitators and youth.
- The World Vision Monitoring and Evaluation team will provide design tools to use at this workshop to assess:
 - » knowledge
 - » behaviour change
 - » SNYC operations.
- Assessment tools are to be participatory and child friendly.