

Part B

**Information
About
Trafficking
and Migration**



3

Session 3: What Is Trafficking? What is Migration?



Objective

Participants will understand the definitions of trafficking and migration and be able to define them in simple terms.



Time

80 minutes



Prepare

Cut out each story from 'IS 3a: Chance Coins'. Make sure that each story of trafficking corresponds to the story of migration, by folding the coin along the solid line. Then put all Chance Coins into a bag or hat.



Supplies

- Sheets of paper for migration and human trafficking word-association exercise
- Pens or coloured pencils
- One photocopy of '**IS 3a: Chance Coins**' and a bag or hat to put them in
- Reference '**IS 3b: What Is Trafficking? What Is Migration?**'
- A Smart Navigator Booklet for each participant



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up game from the list.

Review

Did you notice if people in your community have goals?

What are your own goals?

Remember: Do not embarrass youth who did not remember to answer these questions. It is important that youth enjoy the SNYC and keep coming.

Defining Trafficking and Migration

Ask the participants to sit in a circle.

Ask the group to think of ways in which the world has changed in the past 20 years. If that is too difficult to answer, ask the group to describe something in the community, village or district that has changed in the past three years. Then point out that one way in which the world has changed is that more young people are moving to look for jobs than at any other time in history.

Ask the group if anyone knows someone who left this village for work.

Explain that the word **migration** means the process of a person moving for work. **Migrant** describes a person who migrates. Ask the group members what they think of when they hear the word *migration*. Write the words the participants offer on paper or invite them to make and display drawings that they associate with migration. Display the words and drawings where everyone can see. It may be helpful to write the definition for *migration* (above) where participants can see it while they do this exercise.

Explain that **migration** can be a good thing; it can help young people find jobs, see new places or get an education. Many people in this room may be thinking of migrating. But migration can also be dangerous. There are people who want to take advantage or trick young migrants in order to make money. These tricks can lead young people into serious trouble.

Explain that the next few sessions will cover the dangers faced by young migrants. Later in the toolkit there will be sessions about migrating in safer and smarter ways.

Explain that sometimes young migrants are **trafficked**.

Human trafficking is tricking or forcing people into exploitative forms of work that the victims then have difficulty leaving. Trafficking often involves taking victims from the place they live to another place by **force or deceit**, in order to **exploit** them. However, it is possible to be trafficked without being moved.

Ask the participants what they think of when they hear the term *human trafficking*. Write the words the participants offer on paper or invite them to make and display drawings that they associate with human trafficking. Display the words and drawings where everyone can see. It may be helpful to write the definition for *human trafficking* (above) where participants can see it while they do this exercise.

Force: Explain that when people are trafficked they can be *forced* in different ways. Some are tricked by being told they will have a good job when they arrive, and then they are forced to do a different job. Others are locked in factories or on boats and cannot leave. Some people are told that the trafficker will do something bad to them or their family if they leave. These are different examples of force.

Deceit: Explain that *deceit* describes the act of concealing or misrepresenting the truth, or of being dishonest.

Exploit: When people use others, usually for profit, they are *exploiting* them. When people are trafficked, they may be exploited by being forced to work at a job they don't want to do, forced to work for little or no pay, forced to do work that involves sex, or they may have their organs removed for sale.

A **trafficker** is a person who promotes or exchanges people, goods or services for money.

Tell participants that often a trafficker will offer a young person a job that does not really exist. The young migrant may travel to the job, only to discover she or he has been tricked. The young person may want to go home when he or she learns what kind of job it is, but is unable to do so. Sometimes the trafficker will lock migrants up inside the factory, for example. Sometime, the trafficker will tell them they cannot go home because they owe money for the transport there. Sometimes the trafficker will threaten them. Traffickers will use a lot of different ways to force them to do the job. And when the migrants do the job, they work in poor conditions and receive little or no payment.

Explain that **trafficking** is different from **smuggling**. People choose to be smuggled. When persons are smuggled, they pay someone to take them across a border illegally. Although 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 (unlike people who are trafficked, who are not free). This does not mean that smuggling is safe. People who are smuggled across an international border run many risks. They may be abused by the smuggler or have their money stolen. When they reach their destination, they might be afraid to go to the law for help because they are entering that country illegally.

Ask if anyone has any questions, and explain that they will be learning more about this topic in future club meetings.

Chance Coin Activity

Ask the participants to clap their hands. As they clap, pass the bag of 'chance coins' around the group. Explain that when you raise your hand the group must stop clapping, and whoever has the bag must close his or her eyes, take a chance coin out of the bag, and hold it. An alternative is to play music and explain that when you stop the music, whoever has the bag must do the same.

Once all the chance coins have been handed out, ask everyone to stop clapping or stop the music and ask those that have a coin to take turns reading the Chance Coins aloud. Make sure that they don't read the top heading that says whether it is 'trafficking' or 'migration.'

As each participant reads their Chance Coin, ask the group to discuss whether this side of the coin describes trafficking or migration and ask them to explain why. After the discussion

ask them to flip the coin over, and read the other side. Ask the group to describe how the other side is different

Studying Definitions

Hand out the Smart Navigator Booklets. Explain that these booklets contain important information for participants. Each participant should write his or her name on the booklet now. Explain that the booklets will be used during the toolkit, and participants should keep them in the box with the diaries so they don't get lost. Then, at the end of the toolkit, participants can take the booklets home.

Explain that the laws relating to the **trafficking of children** are different from the laws related to the trafficking of adults. If a child is exploited for labour, sex or body parts, this is considered trafficking; youth don't need to show they were forced or controlled. It is sufficient to show that there was an action by someone to place a child in an exploitative situation.

Explain that although trafficking often involves moving, a person doesn't have to be moved to be trafficked.

Ask participants to form groups of two. Ask them to turn to 'What Is Trafficking? What Is Migration?' in their Smart Navigator Booklets, page 2. Ask them to read through it together and to identify any questions they have. Can they help each other, using the booklet first? If not, they can ask you their questions.



Diary

Ask the group to write or draw in their diaries describing people they know who have left the village for work, the places they have gone, and the jobs they have done. Ask them to write about whether they think these people are safe.

After 15 minutes, collect the diaries and lock them in the box. Do *not* ask participants to share their diary entries.

Session Summary

- The word **migration** means the process of a person moving for work. **Migrant** describes such a person. Not all migrants are trafficked.
- Trafficking has three elements:
 - *Act*: Recruitment, transportation, transfer, harbouring OR receipt of persons.
 - *Means* (not required for youth ages 18 years and younger): Threat of or use of force, other forms of coercion, abduction, fraud, deception, abuse of power.
 - *Purpose*: Exploitation (forced labour, slavery, prostitution/sex, removing body organs).
- **Child trafficking**. If a child is exploited for labour, sex or body parts, this is considered trafficking. For youth to be considered trafficked, they don't need to show they were forced or controlled.
- Trafficking is different from **smuggling** because people choose to be smuggled; they do not choose to be trafficked.



Closing

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

Explain that you will remain in the classroom for 10 minutes after closing in case participants have any questions or wish to talk to you in private.

Thank everyone for coming. Confirm the next club meeting time. Remind them that they just earned another star for attending this session.

IS 3a: Chance Coins

M was a young woman from Vietnam. Her mother was sick, so she approached a rich neighbour to ask if she could help her find a job. The neighbour said she could help her find a job in Ho Chi Minh (HCM), working as a dishwasher in a restaurant. M agreed and travelled to HCM, where she started work as a dishwasher and cleaner. The work was hard, and M was lonely, but she saved her salary and sent what she could to her mother.

Migration

Trafficking

M was a young woman from Vietnam. Her mother was sick, and so she approached a rich neighbour to ask if she could help her find a job. The neighbour said she could help her find a job in Ho Chi Minh (HCM), working as a dishwasher in a restaurant. M agreed, but when she got to HCM, she found out that the restaurant was actually a brothel. It was late, and the brothel owner said M could sleep there for the night and leave in the morning. But in the morning the brothel owner told M that her rich neighbour had sold M to the brothel. She said M now needed to sell sex in order to pay back the price, or else the police would make problems for M's mother. M stayed and worked as a prostitute in the brothel.

V was a young man living in Lao PDR. Many of his friends had moved to Thailand for work, and V decided to follow them. He met a man who said he could get him a job in a fish-processing factory. V travelled with the man across the border to Thailand. V arrived in the town where the factory was. He started working at the factory. The work was difficult, and he was expected to work long hours. He received a small salary, but it was enough to live on. V worked at the factory for three years.

Migration

Trafficking

V was a young man living in Lao PDR. Many of his friends had moved to Thailand for work, and V decided to follow them. He met a man who said he could get V a job in a fish-processing factory. The man said he would pay for V's trip, and V could pay him back out of his new wages. V travelled with the man across the border to Thailand, but when he arrived at the job, it was not what he had been promised. He had to work long hours, and if he angered the foreman, he would be punished by having metal rods pushed into his nose. He wanted to leave, but he owed money for the cost of the travel, and the factory owner said he would call the police to track down V if he left.

S was a 19-year-old girl living in Myanmar. Her aunty told S she could get her a good job in Malaysia. S agreed. S was taken to Yangon and then left at a house where several other girls from other villages were living. S lived there for about three weeks. There was a woman who watched over them and took their passports and documents. Eventually, S flew to Malaysia. She was taken to work for a family. She worked for the family for three years and was paid a small monthly salary.

Migration

Trafficking

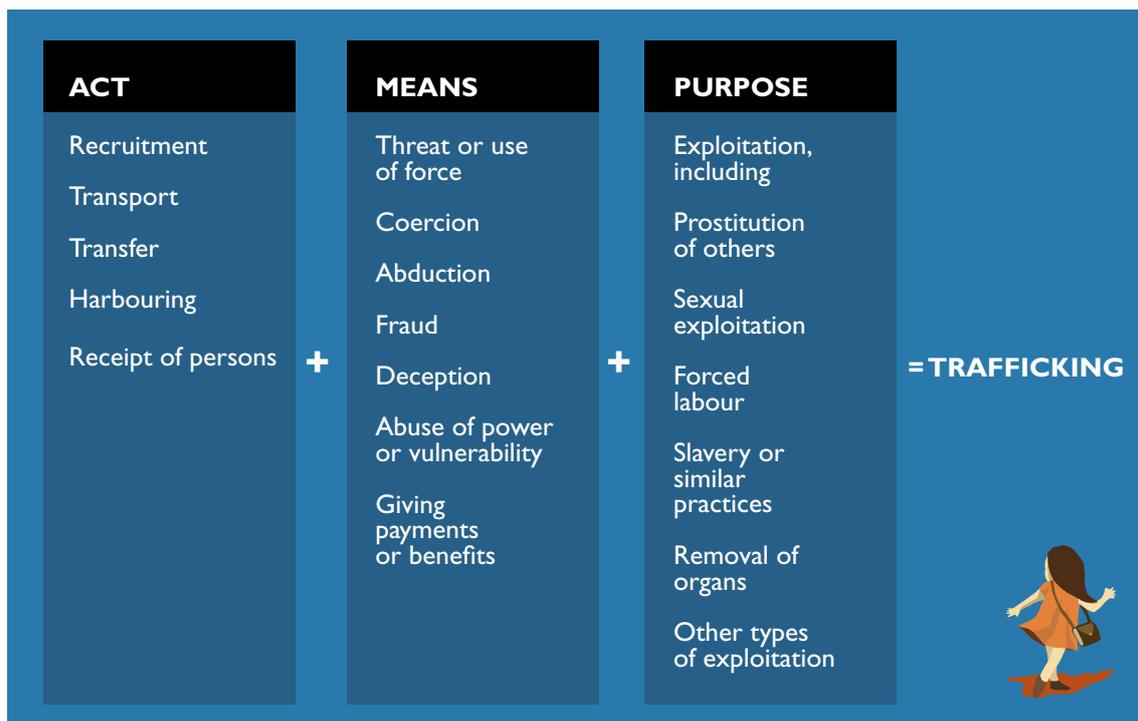
S was a 19-year-old girl living in Myanmar. Her aunty told S she could get her a good job in Malaysia. S agreed. S was taken to Yangon, and then left at a house where several other girls from other villages were living. S lived there for about three weeks. There was a woman who watched over them and got them passports and documents. They were given food, but they were not allowed out of the house. They were locked in. Eventually, S flew to Malaysia. She was taken to work for a family. They told her that she owed them money for the flight, the cost of the passport, and all her food, and that she would have to work for three years for free before they paid her. They locked her in the apartment and told her she was not allowed to leave the house or to call her family.

3 IS 3b: What Is Trafficking? What Is Migration?

The international definition of *trafficking*, according to Article 3, paragraph (a) of the Palermo Protocol, is

the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Trafficking has three elements, shown below:²



Trafficking is tricking or forcing people into exploitative forms of work that are very difficult to leave. Trafficking often involves taking victims from the place they live to another place by **force**, in order to **exploit** them.

² UNODC, 'Human Trafficking' <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html?ref=menuaside>.

Force: People who are trafficked can be *forced* in different ways. Some are tricked by being told they will have a good job when they arrive, and then they are forced to do a different job. Others are locked in factories or on boats and cannot leave. Some people are told that the trafficker will do something bad to them or their family if they leave. These are different examples of force.

Deceit: Explain that *deceit* describes the act of concealing or misrepresenting the truth, or of being dishonest.

Exploit: When people use others, usually for profit, they are *exploiting* them. When people are trafficked, they may be exploited by being forced to work at a job they don't want to do, forced to work for little or no pay, forced to do work that involves sex, or they may have their organs removed for sale.

Child trafficking: If a child is exploited for labour, sex or body parts, this is considered trafficking. For youth to be considered trafficked, they don't need to show they were forced or controlled. It is sufficient to show that there is an action by someone to place a child in an exploitative situation.

Migration: The word *migration* means the process of a person moving for work. The word *migrant* describes such a person.

4 Session 4: Trafficking Can Happen Anywhere



Objective

Participants can define *trafficker*. Participants understand that trafficking can happen anywhere and that there can be more than one trafficker in the trafficking process. Traffickers can be 'friends', neighbours, strangers or even relatives.



Time

80 minutes



Prepare

Hang up each 'IS 4b: Location Signs' on the wall in a line, leaving about 2 meters between each sign.



Supplies

- Approximately five photocopies of '**IS 4a: Journey Cards**' cut into individual journeys (each participant needs one journey, and there are five journeys on the IS)
- In large letters write each of the '**IS 4b: Location Signs**' on a separate piece of paper.
- Make one photocopy of each '**IS 4c: Trafficker Image**'. The trafficker image descriptions at the bottom of each illustration are for reference but should not be included when they are used in the session.



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up from the list.

Review

What is migration?

What is trafficking?

How is smuggling different from trafficking?

(Encourage participants to look at the information sheet from last week if they are confused.)

Journey and Trafficker Cards

Explain to participants that there are people who benefit from each part of the trafficking process. These people are often referred to as traffickers. A **trafficker** is someone who

knowingly benefits from the recruitment, transfer, holding or exploitation of a person. Often there is not just one trafficker but many traffickers in the process.

Explain that this session is about the journey that migrants make from home to a new job.

Explain that this session will cover how and when migrants can risk being trafficked along the journey.

Hand out the 'IS 4a: Journey Cards'.

Point to the 'IS 4b: Location Signs' on the wall. Read them aloud. Explain that the signs are hung in a line because they represent each stage of the journey a migrant takes.

Ask the participants to form groups of 3–5 people. Ask them to read the Journey Cards in their groups and then go and stand in front of the sign that best represents the place that the migrant in their story was trafficked. Ask participants to hold up their cards. If participants have the same card but are standing in different places, encourage them to discuss why they chose those places. Gently correct any misunderstandings.

Explain that migrants can be trafficked within their own country or over international borders.

Now, take down the Location Signs and replace them with the 'IS 4c: Trafficker Images'.

Ask the participants to stand in front of the picture that shows a trafficker described in their Journey Card. Use the fact that there is often more than one trafficker in the story to encourage discussion about what trafficking is. Once again, encourage discussion about choices and gently correct any misunderstandings.



Discussion

Ask participants to sit in a circle. Ask:

- Are you surprised by anything you learned today?
- Did you know that trafficking can happen at any point in the journey?
- Did you know that traffickers can be 'friends', neighbours, strangers or even family members?
- How can you use what you learned today in your life?



Diary

Once the discussion has ended, participants may need some time to process these questions. If there is time, give participants the chance to write in their diaries.

Role Play

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

The main character is a migrant riding on a bus. The person sitting next to her is trying to persuade her to go with him to a high-paying job.

Ask the group to help her think of ways to say no.

Allow five minutes for the groups to develop their role play. Then perform them for one another.

The facilitator should list all of the ways that the passenger said no and share this list with the group. Here are some examples:

- 'I already have an appointment arranged with an employer.'
- 'I will discuss your ideas with my parents and then call you back tomorrow.'
- 'I don't believe you.'
- 'Why are you asking me? Don't you have plenty of family members and friends who would want this job?'
- Be silent. Ignore the other passenger.
- Ask lots of questions of the other passenger.



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 they just got another star for attending the session.

If there were participants who knew friends, family or neighbours who had been trafficked or were traffickers, it might be helpful to follow up with them after the meeting if it seems to have affected them. If they need further support, please notify World Vision staff.

Session Summary

- People can be trafficked anywhere: from their home, on the journey, upon arrival, and after taking a job.
- Traffickers may be 'friends', neighbours, strangers, employers, etc.
- Traffickers may come from your village, your home province or from far away.

Story 1

B was 18 when she moved to the city and got a job at a clothes factory. She didn't like the job. She met a girl from her own province who said she could help B get a better job.

B believed her and went with her to the new factory, where B paid a high 'sign-on' fee to the owner; the owner said it would be taken out of her wages. The factory owner took her documents to make sure she didn't leave.

B didn't receive a salary because of the money she owed.

B learned from other workers that her 'friend' had been paid for every worker she brought to the factory.

Story 2

V was a 19-year-old boy who lived in a village in Cambodia. A neighbour offered to help him find work in a fish-canning factory in Bangkok. The neighbour was a broker, and he said he would pay for V's transportation to the factory and that V could pay him back.

About a month later the neighbour took V to another man, who took his documents and rode with him on a bus over the border and into Thailand. When they arrived in Pak Nam Port, the man told V he had to work on a fishing boat for a month before he could work in a factory.

V didn't want to, but he didn't know anyone in Thailand and didn't have enough money to go home. He still owed his neighbour money.

V got on the boat and was actually forced to work on the boat without pay for two years.

Story 3

P lived in a small village in Northern Thailand. When she was 16 she took a bus to Bangkok to look for work. Her aunt was supposed to meet her at the bus stop. But when she arrived at the bus stop, her aunt was not there.

P was afraid, but a woman approached her and asked if she could help. The woman offered to give her a place to stay and to help her contact her mom. But instead, the woman took her to a brothel.

P was told she would now work at the brothel, and she was too afraid and alone to say no.

Story 4

B lived in Myanmar. When he was sixteen, he paid a man to help him cross the border. Then he took a bus heading south alone.

He made friends with a man on the bus, who said he worked in a factory and could help B get a job with a high-paying salary. This friend put B on a different mini-bus that took him to the factory.

When he reached the factory, the factory owner said B owed money for the mini-bus and had to work to pay it off. B had no idea how to get home and had very little money.

He never saw his 'friend' from the bus again.

Story 5

T came from a poor family in Vietnam. They had never left their town, but T had a rich relative who lived in Ho Chi Minh City. When T was sixteen, the rich relative offered to bring T to live in his house and work at his restaurant. He said it would be a help to T's family.

When T arrived in the city, she lived with the relative and cleaned his house. But shortly after she arrived, the relative took her to another man's house. The rich relative told T if she didn't have sex with the man, she would lose her job. T complied.

ANSWERS (Do not share with participants until after the game.)

Location

Story 1. Arrival

Story 2. At Home

Story 3. At the Bus Stop

Story 4. On the Journey

Story 5. After Starting Work

Traffickers

Story 1. The friend; the factory owner

Story 2. The neighbour; the other man; the boat owner

Story 3. The woman at the bus stop; the brothel owner

Story 4. The 'friend' on the bus; the factory owner

Story 5. The rich relative



IS 4b: Location Signs



Each location should be written on a single piece of paper in large letters.

**1. Beginning
(including at home)**

2. Arrival

3. Journey

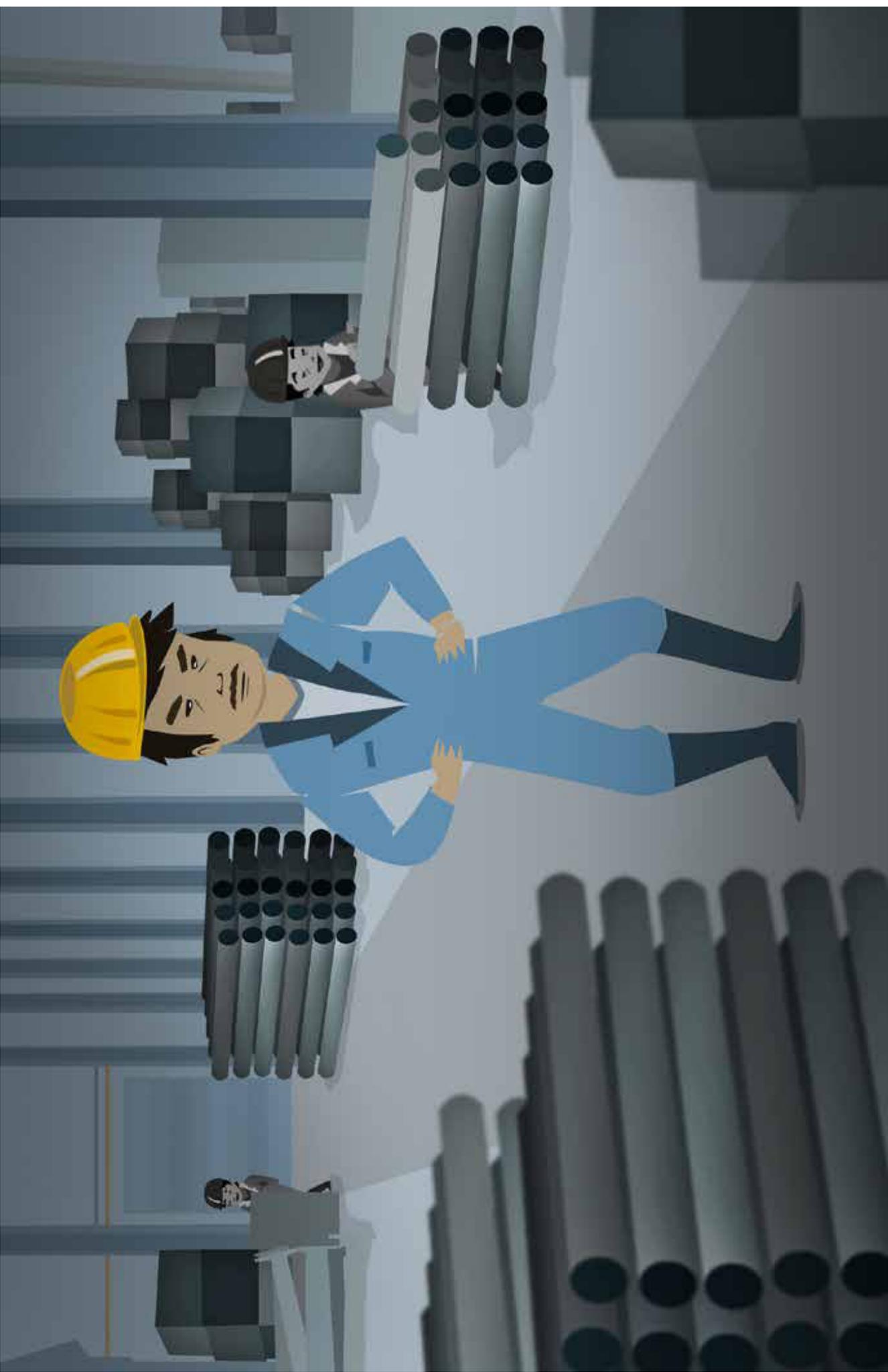
4. Bus Stop

5. After Starting Work

IS 4c Trafficker Images



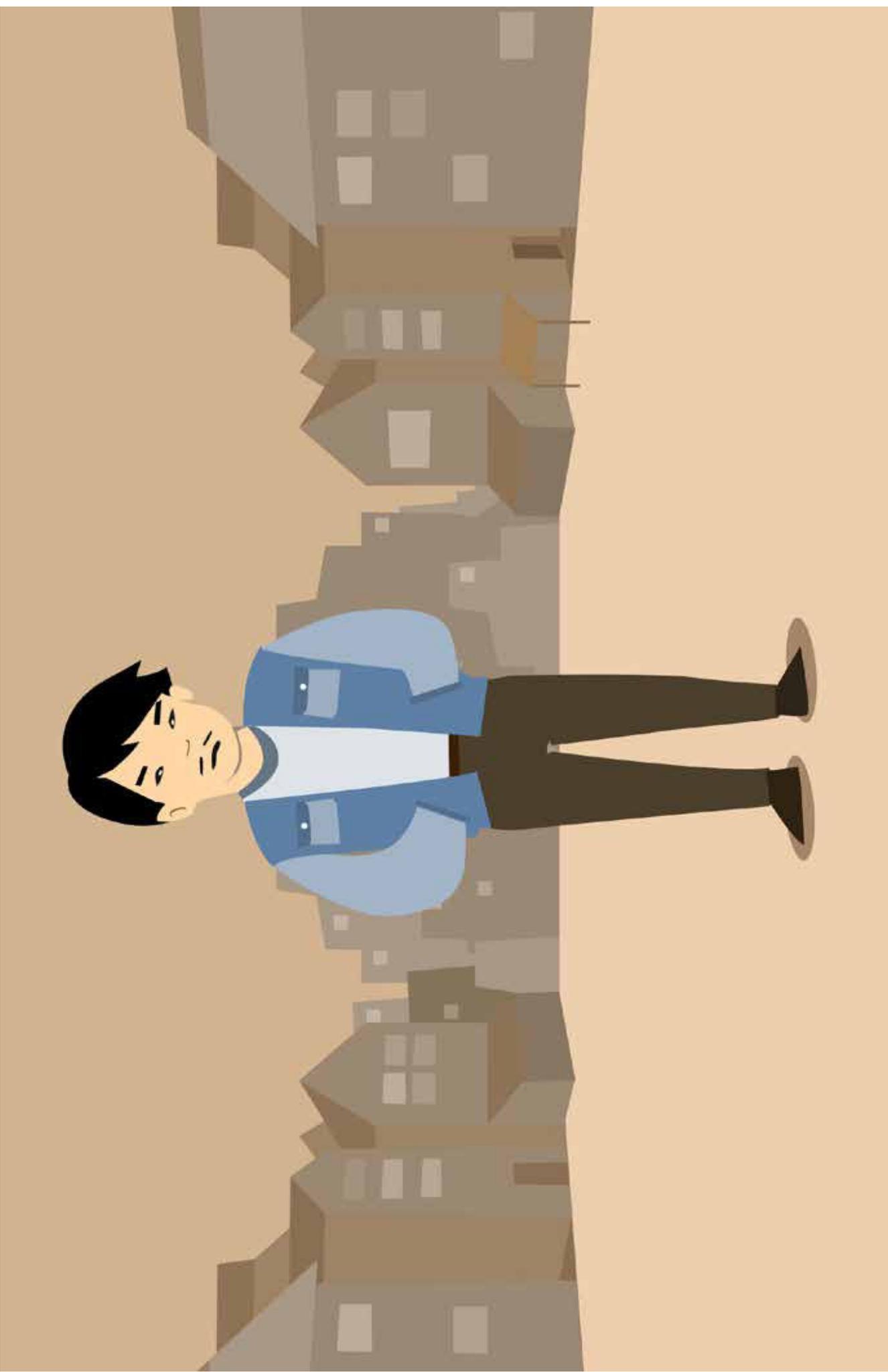
I. A 'friend' (young woman)



2. A factory owner (man)



3. A neighbour



4. Another man



5. Boat owner (older man)



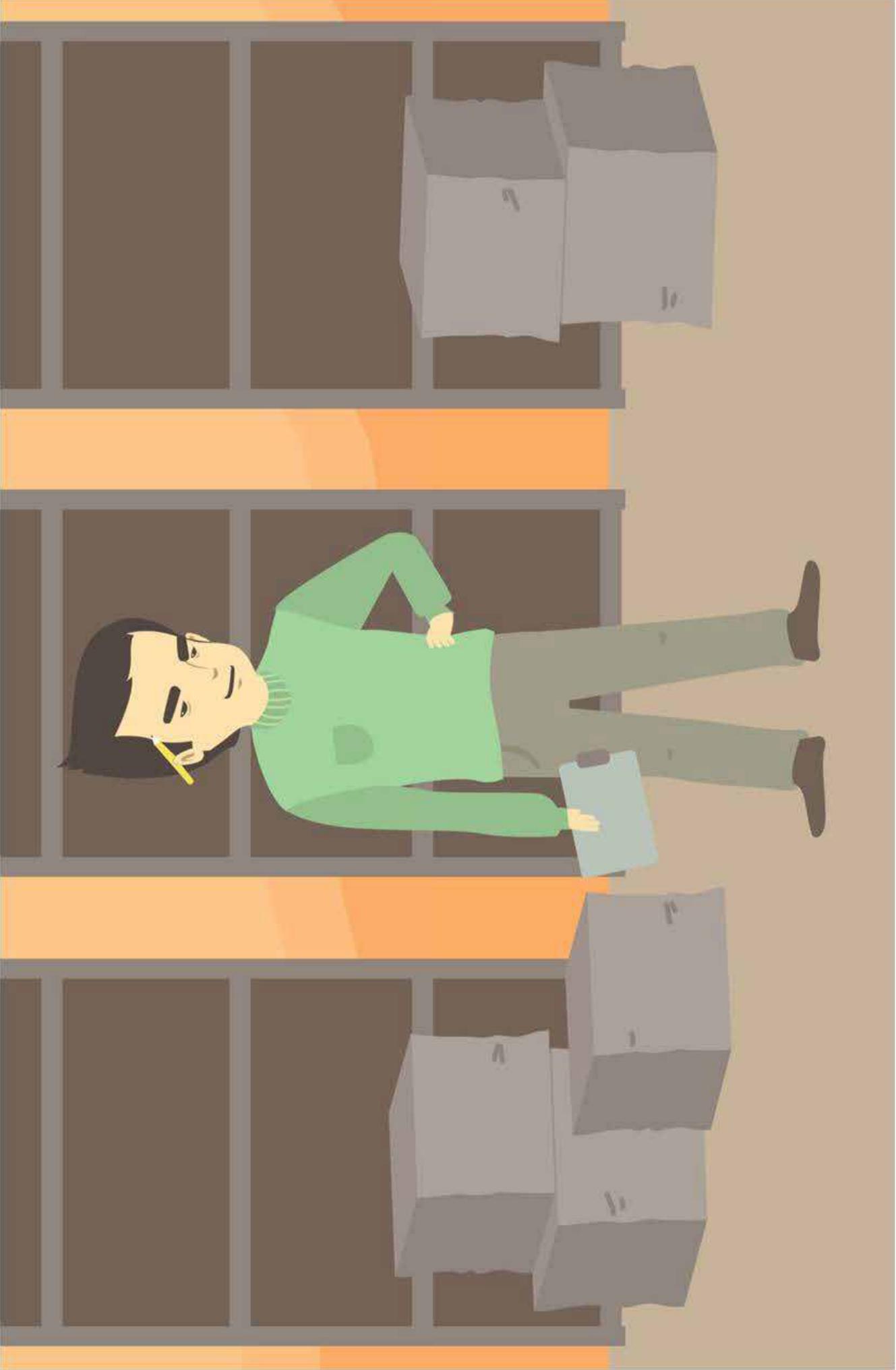
6. Woman at bus stop



7. Brothel owner (woman)



8. Friend on bus (young man)



9. Factory owner (man)



10. Rich relative (man)

5

Session 5: Gender Discrimination Places Women and Girls at Risk of Trafficking



Objective

Participants will begin to understand the effects of societal gender expectations and will consider these in relation to trafficking.



Time

75 minutes



Prepare

Facilitator Note: WorldVision does not discriminate according to gender. You may find that participants in the group hold discriminatory views; for example, they may say, 'Educating boys is more important than educating girls', or 'Men should make all the decisions for the family, because men are smarter'. As a facilitator you need to address these views and present the belief of WorldVision; for example, 'At WorldVision we think educating girls is as important as educating boys', or 'We think women are as intelligent as men'. It is important to try to be respectful to the participants' culture as you present this position.



Supplies

- **'IS 5a: Differences Between Men and Women'** for the facilitator's reference
- Flip-chart paper for 3–4 groups
- Red and blue 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 trafficking happen anywhere? (Yes!)

What are some of the places we talked about trafficking happening last session?



Discussion

Explain that this session is about the differences between men and women.

Ask the participants to divide into groups of 5 or 6 people. Ask them to think of as many examples of differences between men and women as they can and to write them on flip-chart paper in two columns: men and women. As they work, ask:

- What are the differences in the way men and women **look** or **dress**?
- What are the different chores of men and women **in the home**?
- What are the different kinds of **employment** that men and women do?
- What are the different ways that men and women **have fun**?
- Who can **travel** alone?

Ask the groups to look at their lists of activities that men and women do. Ask the groups to draw a red line under the activities that are a result of biology, and a blue line under the activities that are a result of society. Once they have finished their lists and underlined each activity, ask them to share what they have underlined as a result of biology. Then ask them to share what they have underlined as a result of society. In front of the entire group, note their answers on a piece of flip chart paper in two columns: biology and society.

(For example, women having babies is a result of biology, but men having short hair is a result of society.)

The facilitator should look at 'IS 5a: Differences Between Men and Women' to check the answers.

Explain that most of the differences between men and women are a result of society or culture (underlined in blue pen). These are the differences that can be changed if someone wants.



Discussion

Ask the participants to divide into groups of 4–6 people. Separate boys and girls, so that some groups are only boys, and some are only girls. Then ask each group to discuss these questions:

- Who earns more money in our culture – men or women?
- Who does most of the cleaning and taking care of youth – boys or girls?
- Who goes to school for longer – boys or girls?
- Who makes decisions about how to spend large amounts of money (like buying a motorbike) – men or women?
- Who keeps the land when a parent dies – the daughter, the son, or both?
- Do you think our culture is fair to women and girls?

When they are done, ask them to share their responses with the whole group. Girls may have very different answers than boys. If this is the case, ask the group why this is.

Explain that trafficking can happen to both men and women. The International Labour Organization (ILO) estimates that the numbers of men and women who are trafficked into forced labour are almost equal. But, it also estimates that 98 per cent of sex trafficking victims are women.³ Explain that it is also possible for boys to be trafficked for sexual purposes, but this is less common.

Ask participants to think of examples of how the expectations of society make women more vulnerable to sex trafficking.

Once they have given their answers, make sure to mention the following examples if they have not been shared:

- Girls leave school earlier and cannot get skilled jobs.
- There are fewer jobs in our community for girls than boys.
- Men may go to brothels to have sex with women.
- If a girl cannot inherit her father's land, when her father dies she may be homeless and desperate.
- Girls who work as domestic servants may be vulnerable to sexual abuse by employers.

Ask participants to think of ways in which boys and men can better protect the girls and women in their life. In line with this, ask participants to think of ways that girls can be empowered to protect themselves and other women and girls in their life.

Once they have given their answers, make sure to mention the following examples if they have not been shared:

- Give girls the opportunity to participate in jobs typically reserved for boys.
- Promote life- and technical-skills training for girls before migration.
- Help girls understand the roles and expectations of certain jobs by obtaining trusted information before they migrate.
- Boys and men should take responsibility for their children and not leave that responsibility only to girls/women.

Role Play

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

Group 1: The main character is a 15-year-old girl whose mother wants her to quit school to go earn money to support her younger brothers' education. Ask the group to help her think of ways to persuade her mother to let her stay in school.

³ 'ILO Second Global Estimate of Forced Labor', in Department of State, United States of America, 'Trafficking in Persons Report' (Washington DC: Department of State, 2012).

Group 2: The main character is a girl whose family wants to sell her into an arranged marriage in China. Ask the group to help her think of ways to persuade her family that she should stay home instead.

Tell the groups to develop the role play for 10 minutes, and then perform them for each other.

Session Summary

- There are biological differences between men and women that do not change.
- There are cultural differences between men and women that can and do change.
- Some of these cultural differences are unfair to women.
- Some cultural expectations place women and girls at greater risk of sex trafficking than men and boys.
- Many more women are trafficked for sexual purposes than men.



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 they just got another star for attending the session.

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

- How are boys and girls treated differently in our community?
- How are women and men treated differently in our community?

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

5

IS 5a: Differences Between Men and Women

For facilitator's reference only. Do not pass out photocopies.

ANSWERS TO GENDER ROLES ACTIVITY

Biology

Women become pregnant.

Women can breast feed.

Men grow beards.

Women have breasts.

Society

Men play football.

Men have short hair.

Women have long hair.

Women wear dresses.

Men drink beer.

Women take care of youth.

Women clean the home.

Men work on construction teams.

Men make big decisions in the home.

Men inherit land.

Women should not travel alone.

Session 6: The Impact of Drugs and Alcohol in Trafficking

6



Objective

Participants will learn the definition of drugs and what they look like. Participants will understand how to better protect themselves by understanding how drugs and alcohol can be used by traffickers.



Time

75 minutes



Supplies

- A bag
- Cards with pictures of different illegal drugs on one side and descriptions of the drugs on the other side from **'IS 6a: Drug Cards'**
- Copies of **'IS 6b: Drugs and Trafficking'** (enough that each group of 4 or 5 people can have one)
- One photocopy of **'IS 6c: Drug Quotes'** cut into separate quotations



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 observe gender roles in the community?

What did you notice that you had not noticed before because of the conversation during the last session?

Were there any roles you would like to change?



Discussion

What are drugs?

Ask if the group can tell you what an illegal drug is. Ask the participants to describe different kinds of drugs and the effects they have.

Next, explain that drugs come in the forms of pills, powders, plants or liquids. They can be smoked, injected, inhaled as a powder, or swallowed.

Explain that drugs change the way you see, the way things taste, the way you feel, the way you think and the way you act.

Pass around the bag with the Drug Cards. Ask participants to take out the pictures and read the descriptions of the drugs on the back.

If the participants are surprised to learn that alcohol is a drug, ask them how alcohol changes the ways people feel, think and act when they take it.

Once all the descriptions have been read aloud, ask the participants to talk about the common drugs they have heard of. For example, methamphetamine is also called Yaba, Yama, Meth and Ice in different countries.

Next, ask participants to give examples of what they know about drugs. For example, participants might say:

'Ice makes you lose weight and makes your skin light.'

'Yaba cures diseases.'

You reply:

'Ice/Yaba are different names for the same drug: methamphetamine. It will cause weight loss, but it won't make your skin lighter. It can seriously damage your heart, nerves and teeth, and it can cause you to hallucinate and be paranoid.'

Next, ask the participants if they can describe addiction. Summarise and clarify what they have said by stating:

Addiction is when the body and mind crave a drug whenever the level of the drug in the body is low. When people are addicted to a drug, and they cannot get it, their bodies and minds make them want to take it again. Eventually, they become so dependent on the drug that their bodies don't function correctly without the drug. Sometimes the addiction will have a physical effect – people will shake, or sweat, or have headaches or feel extremely sad until they get the drug again.

Drugs and alcohol can hurt people in different ways:

- They can cause a long-term damage to your body – hurting your heart, your lungs, your liver and your kidneys.

- People can overdose by taking too much of a drug by mistake, and they may die as a result.
- People can contract HIV and other diseases when they share needles to inject drugs.
- Drugs can change the way your brain works and make you paranoid or hallucinate.
- Drugs can make you take risks you would not normally take, such as having sex without a condom, driving drunk, getting into fights, or having sex with people you don't know well.

Drugs Can Increase Your Risk of Being Trafficked

Explain that when people take drugs, including alcohol, they do not think clearly and they take risks.

Explain that when you don't think clearly and you take extra risks, you are at increased danger of being trafficked.

Tell participants that there have also been cases in which people have consumed so much alcohol that they fell asleep and were trafficked whilst asleep. They woke up on a fishing boat.

Ask the participants to break into groups of 4 or 5 people. Give each group a story from 'IS 6b: Drugs and Trafficking'. If your SNYC has youth facilitators, ask them to facilitate the discussions. Ask each group to continue its story, describing how the drugs or alcohol could lead to trafficking. After 10 minutes, ask groups to share their answers.

Drugs and Labour

Ask if anyone has ever heard of an employer giving drugs to employees. Allow them to give their examples, and then explain that sometimes bad employers will give drugs to employees as a way to make them work harder or to control them.

Pass out the following quotations based on stories of real people from 'IS 6c: Drug Quotes,' and have a few volunteers read them aloud.

'I was working on a shrimp boat. We were out at sea for months at a time. The owner of the boat gave us a pill to swallow every morning. The pill made us feel strong, and we worked hard, but the next morning we all had terrible headaches.' (The pill was Yama).

'I was working in the mines. The work was really difficult; we spent all day underground. So many men working there were addicted to heroin. The bosses liked it, and sometimes they provided it, because it meant that we did not want to leave the work because we were addicted to the drug. Also, we were too tired to complain because of the drug.'

'I was working on a construction site, and all the other workers told me it was so much easier if I took Yama every day. It was easier to do the heavy work. At first I did feel stronger, but then I started to feel sick, sweaty and shaky all the time.'

'I was sold to a brothel when I was 15. I was so sad every day, and I wanted to die. The brothel owner gave me a pill that he forced me to take. When I took the pill, I felt like I wasn't inside my body and I didn't care if I lived or died. Later, when I was rescued from the brothel, I became sick in my body because I was addicted to the pill.'

Next, explain that we have talked about what drugs are and how they make people feel. We have also talked about the damage they do, how you can become addicted, sick or take dangerous risks when you take drugs. We have talked about how taking drugs can increase your vulnerability to trafficking.

So why do people take them?

Ask participants to give their own reasons. Then, if the following examples aren't already on the list, add them:

- They are forced to by employers.
- Because their friends do.
- Because it makes them feel grown up.
- Because they are experiencing difficult feelings, and the drugs make them forget those feelings for a small amount of time, even though, in the long term, it makes the feeling worse.

Then explain that in the end, it is only you who can make the decision about whether you will take drugs. You know they hurt you and hurt your future. But you need to be strong enough to say no to drugs by yourself.

Go around the circle and ask each participant to think of a way to say no to someone who offers them drugs.

Ask the group which way they think was the most persuasive way of saying no.



Diary

Ask participants to spend some time writing in their diaries. Ask them to write about their own beliefs and opinions about drugs.

Session Summary

- Drugs make you feel, see and think differently.
- Drugs can do serious damage to your body and mind.
- When people are addicted to a drug, their bodies and minds crave the drug whenever they don't take it.
- Taking drugs can increase your trafficking risk by causing you to take risks and by making your thinking unclear.
- Employers and traffickers may try to force employees to take drugs in order to make them easier to manipulate.



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 the session.

Ask participants to answer the following question:

- Can you identify times when you do things because you feel pressured by your peers?

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



Alcohol

Alcohol is a depressant that is swallowed as a drink. Alcohol users often experience slowed responses and slurred speech. People who are drunk are more likely to take risks, such as having unprotected sex or accompanying strangers to another location.



Cocaine

Cocaine (Coke, Crack, Blow or Snow) is a stimulant that is snorted as a powder. Drug users experience a surge of energy, an increased desire to take risks and a decreased appetite, and they are constantly moving their bodies.



Heroin

Heroin (Dope, Smack, Chiba or Chiva) is a stimulant that is either smoked or injected. Drug users often experience euphoria, have a decreased capacity for logical thought, and look as though they are asleep when they are awake. In some cases, people working in mines or in brothels reported being given heroin to make them easier to control and less likely to leave the job.



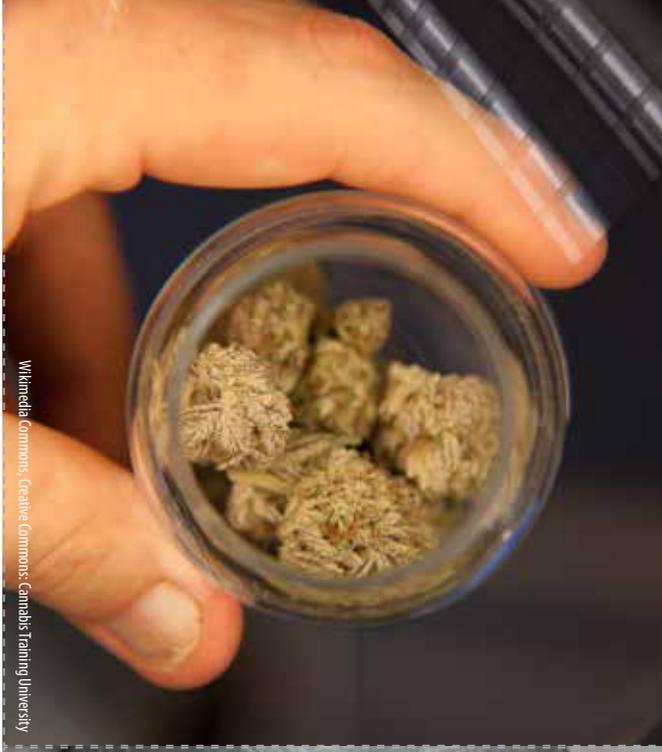
IS 6a: Drug Cards



Wikimedia Commons



Wikimedia Commons



Wikimedia Commons, Creative Commons, Cannabis Training University

Inhalants

Inhalants (Laughing Gas, Poppers, Snappers or Whippets) are substances that produce chemical vapours that can be inhaled to induce a mind-altering effect. It can be a variety of substances. Glue is a depressant that is inhaled. Drug users often feel dizzy, disoriented and drunk. In some cases, youth who were forced to beg on the street by trafficking rings reported using glue to help them mentally escape their reality.

Ketamine

Ketamine (K or Special K) is a depressant that can be swallowed as a pill. Drug users feel sleepy or drunk.

Marijuana

Marijuana (Pot, Ganja or Weed) is a depressant that is smoked or eaten as an herb in food. Drug users often feel sleepy or silly.



MDMA

MDMA (Ecstasy, Sky or X) is swallowed as a pill. Drug users often experience increased physical sensation and an increased desire to move.



Methamphetamine

Methamphetamine (Yaba, Yama or Ice) is swallowed as a pill or smoked. Drug users often experience a surge of energy and an increased desire to take risks, and they constantly move their bodies. In some cases, people working on construction sites or in fishing boats reported that employers gave them Yama/Yaba/Ice to make them work harder.

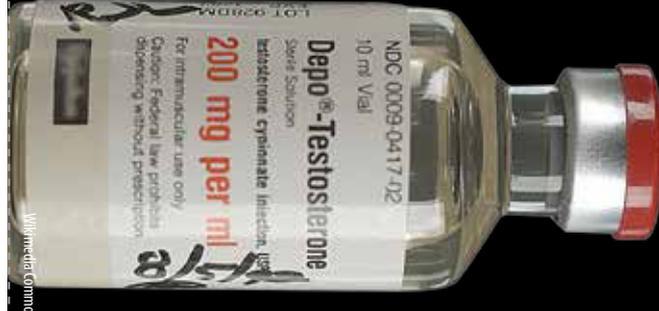


Rohypnol

Rohypnol (Roofie or Date Rape Drug) can be swallowed as a pill, snorted in a powder, or mixed into a liquid. Drug users may experience slurred speech, difficulty walking and unclear thinking, or they may black out. In some cases, people are tricked into taking Rohypnol when it is mixed in with a drink. Drug users may be totally unaware of their actions, and yet appear to be responsive. Rohypnol has been used to drug people and then rape them while they are unaware of their actions. In some cases, Rohypnol has been used in brothels.



IS 6a: Drug Cards (cont.)



Wikipedia Commons, public domain, United States DEA

Steroids

Steroids are legal medicine that can be used illegally. Drug users experience a surge of energy. If taken over a long period, steroids can cause the user to gain weight or muscle mass. In some cases, people have reported brothels forcing prostitutes to use steroids in order to look healthier for customers.

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IS 6b: Drugs and Trafficking

Story 1

X works as a waitress in a restaurant. Men come to the restaurant looking for prostitutes, but X is just a waitress. One of her customers asks her to sit down and drink with him, and X agrees.

Finish this story, describing how the alcohol increased X's risk of being trafficked.

.....

Story 2

S works on a construction site. The owner gives the workers methamphetamine to make them work harder and longer hours. When S leaves that job, he is addicted to the drug.

Finish this story, describing how the addiction increased S's risk of being trafficked.

.....

Story 3

L works at a factory. On the weekends he goes out with his friends. One night a guy that L has never met before offers them a pill that he says will make them feel fantastic. L doesn't know what the pill is. Since L's friends want to take it, L feels pressured to take it too.

Finish this story, describing how the pill increased L's risk of being trafficked.

.....

Story 4

K is a migrant who works in a factory town. She has a boyfriend whom she has known for a month. He always seems to have lots of money. She is in love. One evening, K's boyfriend gives K a pill to take. K isn't sure she wants to take it, but he says that if she takes it, it will be an experience that will make their love stronger.

Finish this story, describing how the pill increased K's risk of being trafficked.

IS 6c: Drug Quotes



'I was working on a shrimp boat. We were out at sea for months at a time. The owner of the boat gave us a pill to swallow every morning. The pill made us feel strong, and we worked hard, but the next morning we all had terrible headaches.' (The pill was Yama.)



'I was working in the mines. The work was really difficult; we spent all day underground. So many men working there were addicted to heroin. The bosses liked it, and sometimes they provided it, because it meant that we did not want to leave the work because we were addicted to the drug. Also, we were too tired to complain because of the drug.'



'I was working on a construction site, and all the other workers told me it was so much easier if I took Yama every day. It was easier to do the heavy work. At first I did feel stronger, but then I started to feel sick, sweaty and shaky all the time.'



'I was sold to a brothel when I was 15. I was so sad every day, and I wanted to die. The brothel owner gave me a pill that he forced me to take. When I took the pill, I felt like I wasn't inside my body and I didn't care if I lived or died. Later, when I was rescued from the brothel, I became sick in my body because I was addicted to the pill.'



7 Session 7: Trafficking for Child Labour and Labour Exploitation



Objective

Participants will be able to describe child labour and to discuss how it affects local lives of the youth. Participants will be able to describe the difference between child labour and child trafficking.



Time

75 minutes



Prepare

The next session discusses the sexual exploitation of youth and adults. If you know of a group member or members who have been sexually exploited or raped, you should find a time in this session to let them know what is scheduled for the next session. You should explain that they do not have to come to the next session unless they want to.



Supplies

- Photocopies of pictures from **'IS 7a: Child Labour: Images'** (enough for each participant to share one image with a partner)
- Flip-chart paper
- Smart Navigator Booklets



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up from the list.

Review

Can anyone describe ways that traffickers use drugs to control people?

Child Labour

Ask if anyone can remember the three elements of trafficking. Ask participants to refer to their Smart Navigator Booklets. Next, ask someone to describe how the definition of trafficking is different for adults and for youth.

Explain that if a child is exploited for labour, sex or body parts, this is considered trafficking. In order for youth to be considered trafficked, they don't need to prove they were coerced,

forced or controlled. It is sufficient to show that there is an action by someone that results in a child ending up in an exploitative situation.

Tell participants that in our communities, youth often work. It is very common for youth to do a little work to help their families. This can be a good thing.

Explain that it is also common for youth to be hired to work for others. This is called **child labour**. Child labour can be bad for youth, especially when it:

- Hurts youth's bodies or minds.
- Stops youth from having friends.
- Stops youth from attending school.
- Stops youth from being able to do homework.
- Means they are too tired to study at school the next day.
- Hurts their futures.

However, the fact that child labour can hurt youth does not necessarily mean that all child labour is trafficking. (Discussed more later.)



Activity

Divide the participants into pairs. Give each pair one picture of a working child from 'IS 7a: Child Labour: Images'.

Ask the participants to write below each image a description of what they think the child in the picture feels, sees, hears and smells. Ask the participants to share the images, and how they have depicted the child's feelings.

Grouping

Once they are finished, ask the pairs to call out the names of all the types of jobs children do in this community. Write all the examples on a piece of flip-chart paper. Leave enough space so that you can draw four extra columns on the left of the piece of paper, as in 'IS 7b: Example of Child Labour Chart'.

Now, draw the four columns. Label each column. Ask the participants to go through each of the examples and put a check mark in the column of each job that fits the description.

- Jobs that hurt children's bodies
- Jobs that hurt their minds
- Jobs that hurt their education
- Jobs that hurt their future

The Difference Between Child Labour and Child Trafficking

Tell participants that child labour can hurt children, but this does not mean that all child labour is a form of trafficking. Child labour is child trafficking only if the child is exploited for forced labour/slavery, for prostitution/sex/sexual acts/pornography, for conscription into armed fighting, for drug dealing, for forced child begging or for removing body organs.

For example, the following situations describe trafficking:

- A child who is a slave.
- A child who works in a brothel selling sex.
- A child who works as a domestic servant without pay.

The following jobs are examples of child labour but may not be trafficking:

- A child who works in a store, is free to leave and receives a monthly salary.
- A child who harvests rice, is paid and lives at home.

Adults and Trafficking for Labour Exploitation

Explain that children can be trafficked for labour. But trafficking can happen to adults as well. During this club meeting we have already discussed various experiences of children trafficked into dangerous jobs. Ask if anyone can give some examples of the kinds of jobs adults are trafficked into.

Write down their examples on a piece of flip-chart paper and then add the following if they have not already been mentioned:

- A job in which the worker is not paid each month.
- A job in which the worker is prevented from leaving the premises. *(For example, a domestic servant who is locked in the house or a fisherman who is not allowed to leave the boat.)*
- A job in which the boss has taken the worker's identification documents, like a passport or government identity card. *(For example, a factory worker whose boss took her documents.)*
- A job in which the worker is physically abused to prevent the worker from leaving. *(For example, a farm worker who is beaten by the security guards when he attempts to leave.)*
- A job in which the worker is told he or she owes money to the owner and cannot leave. *(For example, a person who was sent to work on a farm and is told he or she owes the farm owner for accommodation and food to live on the farm, as well as transport, and that he or she will have to work for years to pay off the debt.)*

- A job in which the worker is sexually abused. (*For example, a domestic worker who is forced to have sex with the employer and is unable to escape.*)
- A job in which the worker is threatened with imprisonment if he or she leaves. (*For example, a factory worker who is told that if she tries to leave, the boss will call the police and they will arrest her.*)

Tell participants that often children and adults do not realise that these are not just 'bad jobs'; they are actually examples of trafficking and are illegal. In later sessions there will be more information about the law and trafficking.

Session Summary

- Child labour hurts youth when they do:
 - jobs that hurt their bodies
 - jobs that hurt their minds
 - jobs that hurt their education
 - jobs that hurt their future.
- Child trafficking means a child is exploited for labour, sex or body parts. For children to be considered trafficked, it is not necessary to show they were forced or controlled.
- Adults are also trafficked for labour. They are trafficked into jobs in which:
 - They are not paid.
 - They are sexually abused.
 - They are not able to leave.
 - They are threatened with force if they leave.
 - They are threatened with arrest if they leave.
 - They owe the employer money and are therefore not allowed to leave.



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 look at their community and answer the following questions:

- What jobs do children do in your community?
- Do these jobs harm children? If so, how?

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

IS 7a: Child Labour: Images



I. A child working in a brick factory



2. A child working as a soldier



3. A child working in the fields doing heavy work



4. A child washing a bathroom floor



5. A child working at a garment factory

IS 7b: Example of Child Labour Chart



Body	Mind	Education	Future	
✓	✓	✓	✓	restaurants
✓	✓	✓	✓	garment factory
✓	✓	✓	✓	brick factory
✓	✓	✓	✓	baking
✓	✓	✓	✓	selling flowers on street
✓	✓	✓	✓	fishing boat
✓	✓	✓	✓	umbrella girl
✓	✓	✓	✓	rubbish
✓	✓	✓	✓	farming
✓	✓	✓	✓	prostitute
✓	✓	✓	✓	stone grinding
✓	✓	✓	✓	mining

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Session 8: Trafficking for Sexual Exploitation



Objective

Participants will develop knowledge about commercial sexual exploitation of children (CSEC) and develop empathy for victims.



Time

75 minutes



Prepare

In some communities (such as Chinese boarding schools) youth may not know what sex is. If this is the case in your community, identify another NGO that works

in reproductive health or in fighting HIV. Ask if it can provide an experienced trainer to lead a session explaining what sex is in an appropriate, child-friendly manner. Make sure that you seek permission from the youth's parents before the session.

Also tell the youth's parents or caregivers before the youth club begins that the topic of this session is CSEC. If you know a participant has been sexually abused, or has been raped, tell that participant the topic of this week's session the week before, in a private setting. The participant may choose whether to attend. Before the session begins, remind the participants that this session's discussion includes some sensitive topics. Because of that, regular breaks are encouraged. Allow participants to leave quietly if they do not feel comfortable attending the full session.

If any participant becomes visibly upset during the session, do not draw attention to the person at that moment and do not probe in public. Wait until the other participants have left and then ask if the person if he or she wants to talk.

Reread 'Responding to Youth in Distress', in Session 9 of the Smart Navigator Training Manual.



Supplies

- 4 or 5 photocopies of '**IS 8a: CSEC Case Studies**' (one for each group of 4 or 5 people)
- One copy of '**IS 8b: Who Is Responsible?**' for the facilitator's reference only. (You do not need photocopies.)



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 jobs do children do in our community?

Do these jobs hurt children? If so, how?



Discussion

Explain that this session is about a subject that is difficult to talk about. When participants talk about this subject, they may become upset. Explain to participants that they can be silent or leave the session if it becomes too difficult. If they are upset and want to talk about it later, the facilitator should take time after the session to talk.

Explain that as a result of being trafficked, people can end up doing terrible jobs. Trafficking for labour has been discussed – when a person is trafficked to do physical work (for example, working in a factory, on a shrimp boat, or as a domestic servant). However, people can also be trafficked in order to sell sexual services.

CSEC

Explain that CSEC (commercial sexual exploitation of youth) describes a situation in which a person (usually an adult, but sometimes a child) sexually abuses a child and pays to do this.

Explain that the adult may pay with money or in some other way, such as with food or favours.

Many times the child does not receive the payment; it goes instead to an adult, such as a brothel owner or a relative.

Explain that CSEC can happen to boys or girls.

Tell participants that different countries have different definitions of what it means to be a child, but in this SNYC, a child is defined as a person under the age of 18.

Explain that although there are different kinds of CSEC, the main kinds are:

- When children are prostitutes (including sex tourism).
- When children are involved in pornography.

Explain that the word **prostitution** means receiving money to have sex with another person. When children are forced to be prostitutes, the adult who controls them usually receives this money instead of the child.

Explain that the word **pornography** describes stories, images and movies of sex. People sometimes watch pornography on the Internet or on cell phones. Children can be involved in pornography that depicts sexually explicit activities.

Tell participants that when children are victims of CSEC, the adults who control them will often try to 'break' them. This may involve threatening, beating, starving or drugging children so that they do what the adults say and force a smile for customers.

Explain that CSEC is a form of trafficking because children are being exploited for payment.

Case Studies

Divide the participants into groups of 4 or 5 people. Give each group the 'IS 8a: CSEC Case Studies' and ask the participants to answer the questions as a group.

Introduction to Brothels

Explain that this is another difficult topic. Brothels are places where men go to pay for sex. (Sex is also sometimes sold on the street, in restaurants, in karaoke bars and in homes.) Often brothels are quite visible in the community, and many members of the community know where they are and what happens inside them. In some cases they are more hidden, but people who want to pay for sex still find them.

Women and children can be trafficked into brothels and forced to have sex with customers.

Tell participants that brothels often contribute towards trafficking. Whenever a man visits a brothel, there is a chance that the prostitute he has sex with could be a child and has been trafficked. Estimates say that 10–35 per cent of all sex workers in the Mekong Sub-Region (Cambodia, Vietnam and Thailand) are between 12 and 17 years old.⁴ The number may be the same in Myanmar, China and Lao PDR as well, but the survey didn't count those countries.

Explain that even if the woman that a man has sex with is not a child, there is a chance she has been trafficked into the brothel and is unable to leave.

Even if the prostitute works in the brothel by choice, her life may involve high levels of physical and mental abuse.

⁴ (March 3, 2004). International Justice Mission, 'Survey of the Commercial Sex Industry' (Cambodia: IJM, 2013).

Who Is Responsible?

Read the story 'IS 8b: Who Is Responsible?' Afterward, you may find the participants are quiet and subdued. This is a normal response. Discuss the questions that are listed at the end of the story.

Blame

Ask if anyone has ever heard someone describe a prostitute like this: 'She is a good daughter but a bad woman.'

Explain that when people say this, they are blaming girls who went into prostitution to help their families.

Explain that this is a second wound. First, the person is a victim of trafficking for sexual purposes; then, later, the community wounds her a second time by discriminating against her.

Tell participants that when people have been sexually exploited, it is important for us to realise that they have been hurt, that it was not their fault, and that they need help and acceptance.

Tell participants that victims of trafficking should not be blamed for their experience. All trafficking victims deserve to be accepted back into their home communities.



Diary

Ask the group to write or draw how they feel after hearing this information.

Session Summary

- CSEC (commercial sexual exploitation of children) describes a situation in which a person (usually an adult, but sometimes a child) sexually abuses a child and pays to do this.
- Brothels contribute to trafficking for sexual exploitation.
- Trafficking victims should not be blamed.
- All trafficking victims deserve to be accepted back into their home communities.



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 talking about CSEC and brothels can be upsetting and that you will stay behind in the room for 10 minutes after the session in case anyone wants to talk.

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IS 8a: CSEC Case Studies

These case studies are based on true stories.

Story 1

R lives in a village near a tourist town. He is 10 years old. He has many brothers and sisters, and his father left several years ago. A neighbour offers to take him to the tourist town, where the neighbour says he can make money begging from the wealthy tourists.

When R arrives, the neighbour is very cruel to him. R sleeps along the beach and begs during the day, but if he doesn't make enough money, the neighbour will beat him at night.

Sometimes tourists will offer R money to have sex. R doesn't want to, but he doesn't have enough money to eat or to pay the neighbour, so he sometimes agrees.

One day R meets someone from an NGO, who has heard about his problems. The NGO helps R to leave the town, go back to his village and contact the police to tell them about the neighbour. R goes back to live in his village with his family, and the NGO continues to support them.

- What made R vulnerable to exploitation?
- Who trafficked R?
- Was the trafficking R's fault?
- What kind of help could villagers give him to help him rebuild his life?

Story 2

S was a 15-year-old girl from an ethnic minority. She had never been to school. One day she came home from the fields to find out that her father was sick. The family took him to the local health centre for treatment but had to borrow money from a local moneylender to pay the doctor. Her father took a long time to recover and could not work. The moneylender began to visit the house to ask for his payment, and the family had no money to give.

One day the moneylender suggested that they give him S instead of payment. The family agreed, and S was taken to a brothel to work. S was forced to work at the brothel for two years. She saw several clients a day and never received money. She was so sad that she wanted to die.

After two years the brothel was raided by the police, and S was returned to her family.

- What made S vulnerable to trafficking?
- Who trafficked S?
- Was the trafficking S's fault?
- What kind of help would S need to rebuild her life?

IS 8b: Who Is Responsible?

8

For facilitator's reference only. Do not pass out photocopies.

There was a brothel in the centre of town. Everyone in the community knew what happened inside the brothel. People could see the young women sitting under the lights when they drove by at night, and sometimes the women looked more like young girls. People from the town could see men from the community getting drunk with the women. Everyone could guess what happened when the men disappeared into the rooms upstairs. There were rumours in town about the brothel. People said that sometimes the brothel would let a poor family pay its way out of debt by sending a daughter to the brothel. Other people said that many of the girls were under the age of 18. They even said that you could have sex with a virgin if you had enough money.

One evening the store owner from across the street noticed a new girl, who looked to be around 16 years old, sitting at the table. The girl looked scared and sad. The guys who delivered the beer that night saw the girl and worried because she looked so young. A respected older man in the community thought it was a shame that this kind of thing could happen in his town, but he thought to himself, What can I do? This is the way of our village. That night a group of students came to the brothel. They felt sad when they saw the girl, but they focused instead on the older women.

That night someone paid the brothel owner for the girl's virginity. He took her to a room, but she was so afraid that she fought back. Whilst trying to control her, the man pushed her against a wall. The girl died that night.

The police came, and it was discovered that the girl was only 15 years old and had been trafficked by her poor family. Everyone in town talked about it.

'It was not my fault,' said the mother of the girl. 'We needed to pay our way out of debt.'

'It was not my fault,' said the store owner. 'It was not my business.'

'It was not my fault,' said the men who delivered beer. 'There was nothing we could do.'

'It was not my fault,' said the respected older man. 'I am not powerful enough to stop them.'

'It was not my fault,' said the students. 'We didn't have sex with her.'

'It was not my fault,' said the brothel owner. 'I didn't think he would kill her.'

But that night no one slept well. They lay in bed and imagined they were visited by the spirit of the dead girl. The wind was strong, and they dreamed that they could hear her voice in the wind, saying,

'You saw me. Why didn't you help me?'

The next morning people woke with a heavy feeling. They looked in their hearts and felt guilt.

'It was my fault,' thought the mother of the girl. 'I should not have sold her to pay for my debt.'

'It was my fault,' thought the store owner. 'I could have called the helpline.'

'It was our fault,' thought the men who delivered beer. 'We could have told the police.'

'It was my fault,' said the respected older man. 'I should have complained about that evil place years ago.'

'It was my fault,' thought the students. 'We knew that the brothel hurt girls. We shouldn't have visited.'

'It was my fault,' thought the brothel owner. 'I should not have been tempted by the money.'

'It was our fault,' thought all the people in the town. 'We had heard the rumours, but we let the brothel continue to operate in our town.'

Discussion Questions

What do you think of the story? Is it realistic?

Who, if anyone, do you think was responsible for the death of the girl?

Do you think brothels contribute to trafficking?

Session 9: Don't Be Tricked!

9



Objective

Participants will learn some of the tricks traffickers use with migrants so that they can protect themselves from being trafficked if they find themselves in a similar situation.



Time

75 minutes



Supplies

- Print **'IS 9a: Trafficker Game Cards'** in sets of ten (make photocopies so that there are enough for each member of the group to have one card)
- Flip-chart paper and pens
- Photocopy 4 or 5 copies of each story (Journey Card) from **'IS 4a: Journey Cards'** (used in Session 4 of the toolkit)
- Sticker dots
- Smart Navigator Booklets



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up from the list.

Review

Can anyone give a definition for trafficking?

(Encourage participants to look at their Smart Navigator Booklets if they are confused.)



Discussion

Divide participants into groups of 4 or 5 people. Hand each group one set of Journey Cards from the earlier session, so that every group has all five stories. Ask the participants to read them again and to make a list of ways that the traffickers tricked the migrants (for example, 'pretending to be a friend'.) When the groups are finished, ask them to share their lists. Write them on a large sheet of flip-chart paper.

Add these examples if they haven't already been mentioned:

- The trafficker pretends to be a friend or to want to help.
- The trafficker offers a high-salary job, often higher-than-normal salaries.
- The trafficker makes the migrant pay a sign-on fee, pays for the migrant's transport, or lends money to the migrant to make sure he or she stays in the job. The trafficker makes sure the victim owes the trafficker money.
- The trafficker takes the migrant's identity documents.
- The trafficker lies to get the migrant to the work location.

Explain that there is also another common feature of these stories. The migrant was not well prepared. Once the migrant realised that he or she was in trouble, he or she did not have any money or knowledge about how to get home. Later in this toolkit there will be sessions about how to prepare in order to make migration safer, so SNYC participants don't end up in the same situation.

Explain that these are not the only ways that traffickers trick migrants. But they are common, and if someone is doing one of these things, it could be a trick.⁵

Trafficker Game

Divide the participants into groups of 10. Ask one member of each group to be a 'trafficker' and give that person sticker dots to use in the game. Give each group a set of Trafficker Game Cards ('IS 9a: Trafficker Game Cards'), and ask the group to share them so that everyone has one card.

The group plays tag, with the 'trafficker' trying to catch one of the participants. If a participant is captured, the trafficker asks the participant

- Can you escape?

Each card has a list of reasons the participant can escape, with a dot next to each reason.

The person tagged reads the first answer on the card to the 'trafficker', who then places a sticker dot on that answer. The person tagged is then free to go.

When a participant's dots are all covered with stickers, the person has been trafficked and goes to sit with the other victims until everyone has finished the game.

⁵ This activity is based on the game 'Beware the Slave Trader' from the curriculum *Slavery and Human Rights*, Part 3, 6–8, by Free the Slaves, available at <http://www.freetheslaves.net/Document.Doc?id=3>.

Below is an example of a completed Trafficker Game Card.

Trafficker Game Card 2:

You are a poor teenager who cannot read. You are approached by a trafficker who wants to offer you a job at a construction site in Thailand.

 I escape, because the salary he offers is too high and that makes me suspicious.

 I am captured because he gives me a loan for my family of \$50. Then he makes me work for two years without pay. He lies and says it is the law, and I cannot read, so I do not know.



Discussion

After the game, ask participants to sit in a circle. Then ask the following questions:

- How did it feel to play the game?
- What helped people escape? *(Answers include education, owning land, knowing the law, refusing to hand over documents, refusing to get in a car.)*
- What made people more likely to be captured? *(Answers include being illiterate, trusting strangers, giving away documents, taking a loan, waiting for payment, being alone, being a child, being extremely poor.)*
- Even if you do not succumb to the tricks of traffickers but are still stuck in extreme poverty, who will help you?
- How can you protect one another in that situation?

Role Play

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

Group 1. The main character is a 15-year-old girl who is applying for a job. The factory owner wants to take her identification documents. How does she avoid being tricked?

Group 2. The main character is a boy whose uncle says he can get him a very-high-paying job in another country. His family is excited about the high salary. The boy is suspicious. How does he convince his parents that this could be a trick?

Tell the groups to spend five minutes developing the role play. Then perform the role plays for each other.

Session Summary

Traffickers often use these tricks to trap migrants:

- The trafficker pretends to be a friend or to want to help.
- The trafficker offers a high-salary job.
- The trafficker makes the migrant pay a sign-on fee.
- The trafficker pays for the migrant's transport.
- The trafficker lends money to the migrant.
- The trafficker takes the migrant's identity documents.
- The trafficker lies to get the migrant to the factory.



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 these questions:

- Have you ever heard of a trafficking case?
- What are common tricks that traffickers use?

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

Facilitator: Photocopy this IS and cut the numbered stories and images into individual cards. You should have enough cards so that each participant has one.

Trafficker Game Card 1:

You are B from China. A broker offers to organise a job for you in Taiwan. The broker is a trafficker and wants to sell you as a child bride.

- I escape because I visit another family that had sent a daughter with this man. They say she has not telephoned in over a year, so I do not go.
- I escape because when the man asks for my legal documents, I refuse to give them to him.
- I am captured. I agree to go because my whole family pressured me to take the offer.

Trafficker Game Card 2:

You are a poor teenager who cannot read. You are approached by a trafficker who wants to offer you a job at a construction site in Thailand.

- I escape, because the salary he offers is too high and that makes me suspicious.
- I am captured because he gives me a loan for my family of \$50. Then he makes me work for two years without pay. He lies and says it is the law, and I cannot read, so I do not know.

Trafficker Game Card 3:

You are a young woman living in a provincial town. A trafficker offers to help you find a job as a maid in Indonesia.

- I escape because I can read. I ask to see the contract, and when I read it, I realise it says I am not allowed out of the house of the employer. I realise I would be trapped.
- I escape because I visit the address he gave me for the broker office, and I realise there is no office. This makes me suspicious.
- I am captured because my mother is sick and I decide to take the risk for her.



Trafficker Game Card 4:

You are a young girl who cannot read, living in Northern Thailand. You decide to go to Bangkok to make money to support your family. You meet a trafficker on the bus.

- I escape because I refuse to talk to strangers on the bus.
- I am captured because when I get to Bangkok I am lost. I don't know anyone or have any money to go home. The man from the bus offers to help me, and I accept.

Trafficker Game Card 5:

You are a young man from a village in Myanmar. You decide to go to Thailand to look for work in the fishing industry. You meet a trafficker at the port who says he will take you to a factory.

- You escape because you are travelling with a group of friends, and you refuse to be split up.
- You escape because you refuse to get in a private car with him. Instead, you ask him to give you directions to the factory so you can see it for yourself.
- You are captured because you go with him and are trafficked onto a fishing boat instead.

Trafficker Game Card 6:

You are from a poor family. Your father drinks too much and beats your mother. You never went to school. A trafficker offers your father money to sell you to a brothel.

- You cannot escape. You have no money, no power and no education.



Trafficker Game Card 7:

You are a university graduate. A trafficker approaches you to offer you a job at a factory in Malaysia.

- You escape because you look up the factory on the Internet and see it does not exist.
- You escape because your family says they will support you until find another job.
- You will always escape, because you were born with privilege and you will never be desperate enough to take a dangerous job.

Trafficker Game Card 8:

You are the child of a poor labourer from Myanmar. Your father borrowed money from a moneylender 10 years ago to pay for a medical bill. He has never been able to pay back the full amount. A trafficker wants you to work in a brick factory, without pay, to pay back your father's loan.

- You cannot escape. You have no money, no power, no options and no education.

Trafficker Game Card 9:

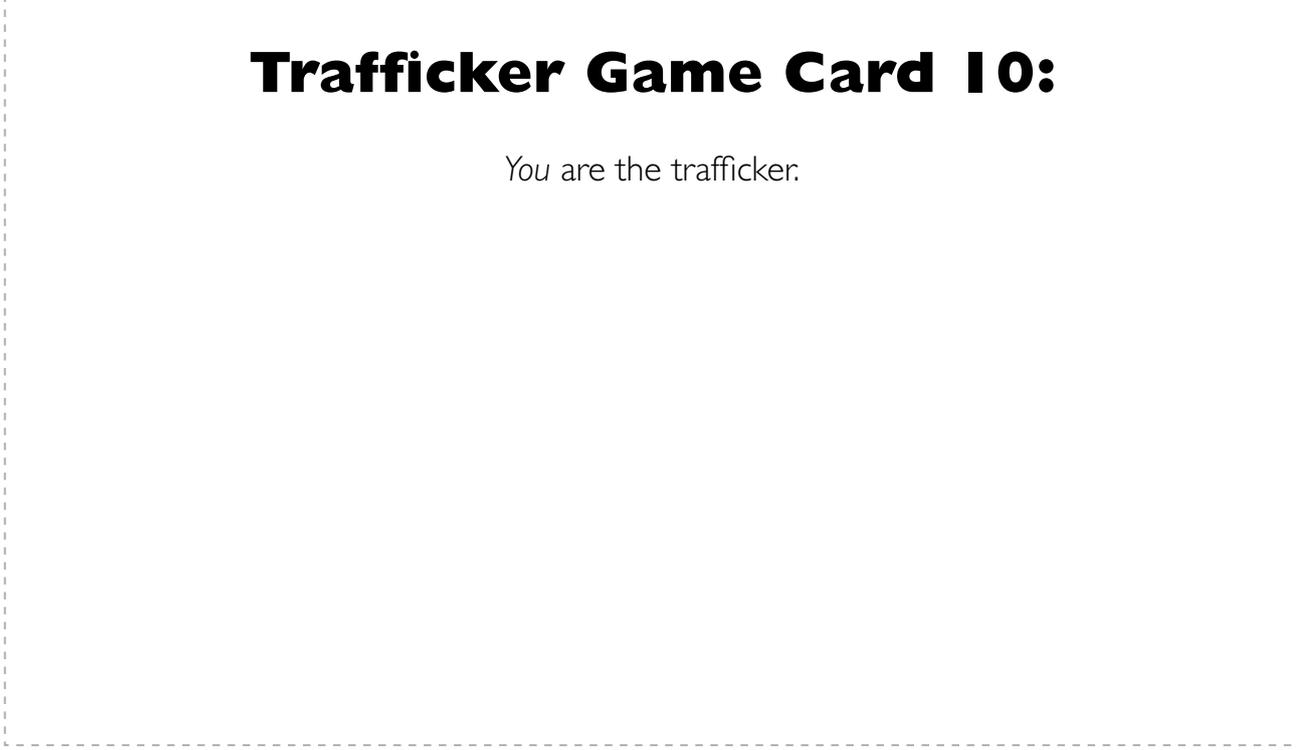
You are a 16-year old girl, and you are sent to the city to live with a wealthy family so you can attend secondary school. You agree to clean the house so that you can live there. The father in the house comes in one night and tells you that you have to have sex with him to be allowed to stay.

- You escape because you yell out loudly. He is afraid his wife will hear, so he stops.
- You escape because when you left your home you took enough money for a return bus fare with you, and you learned how to take a bus home. You also took the phone number of the neighbour who has a phone, so the morning after the incident, you called your parents and went home.



Trafficker Game Card 10:

You are the trafficker.





Session 10: The Convention on the Rights of the Child

10



Objective

Participants will understand their individual rights as youth, under the law, and be able relate them to their own lives.



Time

75 minutes



Supplies

- 8–10 pieces of flip-chart paper
- Some coloured 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

Did you ask your parents about trafficking?

Did your parents know any common tricks of traffickers?

Child Rights

The Convention on the Rights of the Child (CRC)

Explain that this session is about child rights. Ask if the participants know something about them, and if so, let them share their knowledge with the group.

Explain that over 20 years ago the United Nations (UN) created the Convention on the Rights of the Child. The CRC is an agreement among countries in which the countries all agree to follow the same laws regarding children.

Tell participants that the CRC lists the rights that children under the age of 18 should have. More countries have signed the CRC than any other UN convention. Explain that the participants' country has signed it, which means that it has agreed that children in this country should have the rights it describes.

Explain that the 54 Articles of the CRC describe the different rights that children should have. Because there are so many, they have been put together into four groups or 'baskets' of rights to make them easier to remember. Write the names of the four baskets inside four large circles on a piece of flip-chart paper. These are as follows:

The Rights to Survival

Explain that these rights include the right to enough to eat, the right to health care, the right to shelter, and the right to have a legally registered name and nationality.

The Rights to Protection

Explain that these include the right to be protected against physical and mental violence or abuse, the right to be protected against neglect or exploitation, the right to be protected against sexual abuse, and the right to be protected from labour exploitation and drug abuse.

The Right to Development

Explain that these rights include the right to play, the right to education and the right to warm care from parents.

The Right to Participation

Tell participants that these rights include the right to express their opinion and speak up, the right to be heard, and the right to information and freedom of association. This also includes the right to join groups (like the SNYC) and to meet friends.

Drawing

Ask the group to divide into groups of 4 or 5 people to draw a large picture of their community on flip-chart paper. Remind them that this is not about drawing skill but about ideas. Ask the groups to draw a map of the lives of children in their community, and to draw places where children either get their rights or don't get their rights. For example, a child eating breakfast is accessing a right; a child who is hungry is not accessing a right.

As they draw, walk around the room and ask them to include things that affect children:

- health
- ability to go to school
- work
- violence
- fun
- ability to speak up.



Activity

When they are finished, bring all the participants together. Draw a line down a piece of flip-chart paper. On one side write **Children Getting Their Rights**; on the other side write **Children Not Getting Their Rights**. Ask the participants to give examples from their drawings of both of these things and to write them on the chart. When they are done, add any of the following things that were not mentioned.

Children Getting Their Rights	Children Not Getting Their Rights
Child goes to school	Child does not go to school
Child gets health care	Child does not get health care
Child is allowed to contribute opinions	Child is not allowed to contribute opinions
Child gets enough to eat	Child does not get enough to eat
Child is allowed to play with friends	Child is not allowed to play with friends
Child has a birth certificate	Child does not have a birth certificate
Child has national identity papers	Child does not have national identity papers
Child is allowed to speak native language	Child is not allowed to speak native language
Child is allowed to worship in religion of choice	Child is not allowed to worship in religion of choice
Child gets real information about the world	Child is not given real information about the world
Child is protected from physical/sexual abuse	Child does drugs or drinks too much Child is hit by others Child works at a difficult job Child is sexually abused Child works in a brothel



Discussion

Ask the participants to think about a 16-year-old boy who has been trafficked onto a fishing boat. He works long hours and cannot escape from the boat. Read through the list of **Children Not Getting Their Rights** and put an X next to all the rights he does not get.

Next, have the participants think of an 11-year-old domestic servant. She has no identity papers because her parents are migrants from another country and could not register her when she was born. She works without pay for the family. Once again, read through the list of **Children Not Getting Their Rights**, and put an X next to all the rights she does not get.

Explain that children who are trafficked cannot access many of their rights. In addition, children who do not access their rights are more vulnerable to trafficking. Ask the group the following questions:

Is a child who does not go to school more likely to be trafficked?

Allow participants to offer their own answers, and then add the following if they have not been mentioned:

Yes, a child who does not go to school is more likely to be trafficked because:

- Educated people can often get better jobs than people with no education.
- Being able to read a contract may stop you from signing bad contracts.
- Older people who have finished more years of school know more about the world.

Is a child without identity papers more likely to be trafficked?

Allow participants to offer their own answers, and then add the following if they have not been mentioned:

Yes, a child without identity papers is more likely to be trafficked because:

- There are many jobs that you cannot apply for if you do not have the government documents required.
- You may be afraid to go to the police when you encounter trouble.

Is a child who cannot access real information about the world more likely to be trafficked?

Allow participants to offer their own answers, and then add the following if they have not been mentioned:

Yes, a child who cannot access real information about the world is more likely to be trafficked because:

- The more knowledge you have about how to get a safe job, migrate safely, and avoid the tricks of traffickers, the more you can protect yourself.

After they are done, ask the participants to sit in a group and consider the following questions. Encourage them to voice their opinions and to listen to others' ideas.

- What helps children get their rights?

- What stops children from getting their rights? Do poverty, parents and discrimination have an impact?
- Do rich children get more rights than poor children? Why?
- Do boys get more rights than girls? Why?

CRC and the Law

At the end of the session, repeat what was said at the beginning about the participants' country signing the CRC and agreeing to uphold the rights in it given to children. Explain that there are many children in their community who are denied the rights in the CRC. The laws will be discussed more specifically next session, but it is important to remember that just because something is an international law, it does not mean that the law will always be followed or enforced.

Session Summary

- The CRC is an international document that lists the rights that children should have.
- There are four baskets of rights in the CRC:
 - protection
 - development
 - survival
 - participation.
- When children are trafficked, they do not get their rights.
- When children do not get their rights, they are more vulnerable to trafficking.
- Many children in our country and worldwide do not receive the rights given to them in the CRC.



Closing

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

Explain that there is no role play or diary at the end of today's session because there was so much information about the CRC to discuss.

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 observe places in their own communities in which children get their rights or are denied their rights.

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

11 Session II: Trafficking Laws and Human Rights



Objective

Participants will understand the law and how to access justice within the legal framework.



Time

75 minutes



Supplies

- Smart Navigator Booklets
- A photocopy of **'IS I Ia: After-Trafficking Scenarios'** for each participant



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up from the list.

Review

Did you observe places in your own community where children get their rights or are denied their rights? Can you describe them?

Can we help children to access more rights in the future? If so, how?



Discussion

Explain that each nation has laws that govern what happens inside that nation.

Explain that nations also sign international agreements that are applied in many nations. When a nation signs an international agreement, it means it has a duty to try to implement the articles in the agreement within its own country.

Tell participants that two important agreements are:

- The CRC (discussed last session)
- The Palermo Protocol.⁶

⁶ The official name is 'The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime', chap. XVIII, 12a (New York: 15 November 2000). For more information go to <http://www.palermoprotocol.com/general/the-palermo-protocol>.

Hand out the Smart Navigator Booklets. Ask participants to turn to 'Laws and Conventions Related to Trafficking', on page 5.

Ask volunteers to take turns reading them aloud and ask participants to think about whether knowing the laws could potentially help them get out of a trafficking situation and seek help.

Explain that the Palermo Protocol and the CRC have been signed by many countries, including their own. Their country prohibits trafficking. But trafficking is still a huge problem.

- There are between 14% and 30% of both boys and girls who have reported experiencing forced sex in the East Asia and Pacific region.⁷
- The UN estimates that 1.2 million children and youth are trafficked annually.⁸
- Estimates say that 27 million people are victims of human trafficking.⁹

Ask participants:

'If trafficking is illegal, why is it so widespread? Can anyone think of reasons why trafficking continues to grow?'

After the participants have given their ideas, add the following reasons if they have not already been discussed:

1. Traffickers make a lot of money.

Explain that the price to buy a person is cheap compared to what that person can earn for the trafficker. A boat captain who is a trafficker only pays the price for buying the victim; he does not pay the victim a salary.

2. Prosecution systems are not strong.

Explain that every country has a system that arrests people suspected of a crime, investigates the crime, and tries suspects in court to determine if they are guilty. If they are found guilty, they are placed in jail. Police, lawyers, judges and courts must be strong for this process to work. This system is called the prosecution system.

Tell participants that prosecution systems that would punish or prosecute traffickers are not always very strong. The courts and the police may not know how to identify trafficking victims and may prosecute trafficking victims as illegal migrants.

Tell participants that trafficking victims may be prosecuted in a manner that hurts them. For example, trafficking victims may be forced to appear in front of a courtroom full of people to describe the bad things that happened to them when they were trafficked.

Explain that sometimes traffickers are very wealthy and powerful. The police may feel afraid to prosecute such traffickers, or traffickers may pay the police to dismiss a case against them.

7 Child Safe Tourism, 'UNICEF: A statistical snapshot on child abuse in East Asia and the Pacific (2 September 2013) <http://www.childsafetourism.org/unicef-statistical-snapshot-child-abuse-east-asia-pacific/>.

8 UNICEF, 'Child Protection Information Sheet: Trafficking' (May 2006) <http://www.unicef.org/protection/files/Trafficking.pdf>.

9 Department of State, United States of America, 'Trafficking in Persons Report' (Washington DC: Department of State, 2012).

Sometimes the police or lawyers do not have the money or means to investigate traffickers.

3. Trafficking victims may not prosecute.

Explain that victims of trafficking may not want to prosecute traffickers because they are afraid, do not understand their rights or may not realise that what happened to them was illegal.



Activity

Hand out 'IS 11a: After-Trafficking Scenarios'

Ask participants to divide into groups of three. Ask each group to look at the pictures and read through the stories. Ask the participants to choose one of the stories and write in the speech bubbles what the victim was feeling in terms of the victim's knowledge or ignorance of his or her rights. There are example responses included at the end.

Role Play

Ask participants to divide into two groups of 8–12 people. Ask each group to prepare a role play.

Explain that the both of the role plays will use the same story described below but will have different endings/results. Read the story aloud.

Story

A 17-year-old migrant has been driven to a factory by a recruiter. The migrant does not like the factory and is suspicious. The work looks dangerous, and the workers look afraid. The migrant becomes even more suspicious when the recruiter says the migrant has to work at the factory for three months without pay.

Then ask the participants to refer to 'National Laws Against Trafficking' in the Smart Navigator Booklet to find the laws that would protect the migrant in the story. One group should create a role play in which the migrant escapes from the trafficker by advocating for his or her rights. The other group will create a role play where the migrant does not know his or her own rights and does not escape. Ask the groups to consider why knowing the law would help the migrant escape.

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

Explain that if people manage to escape once they have been trafficked, there are many different things that may happen to them:

- Some find help with NGOs or the government.

- Some are provided shelter by the host country for several months and then sent home.
- Some return home without talking to the police.
- Some move on to another job.
- Some are arrested as illegal migrants, if the host government does not recognise that they are trafficking victims.

Explain that if you are thinking of migrating, it is important to realise that even though trafficking is illegal, it does not mean you can rely on the law to protect you if you are trafficked. Traffickers are not always prosecuted by the law.

Session Summary

- The Palermo Protocol and the laws of our country prohibit trafficking.
- Trafficking also denies children the rights given to children in the CRC.
- Even though trafficking is illegal, it is estimated that 27 million people are now victims of trafficking.
- Traffickers are not always prosecuted. This can be because
 - Traffickers make a lot of money.
 - Prosecution systems are not strong.
 - Trafficking victims may not prosecute.
- If you are thinking of migrating, you cannot rely on the law to protect you.



Closing

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

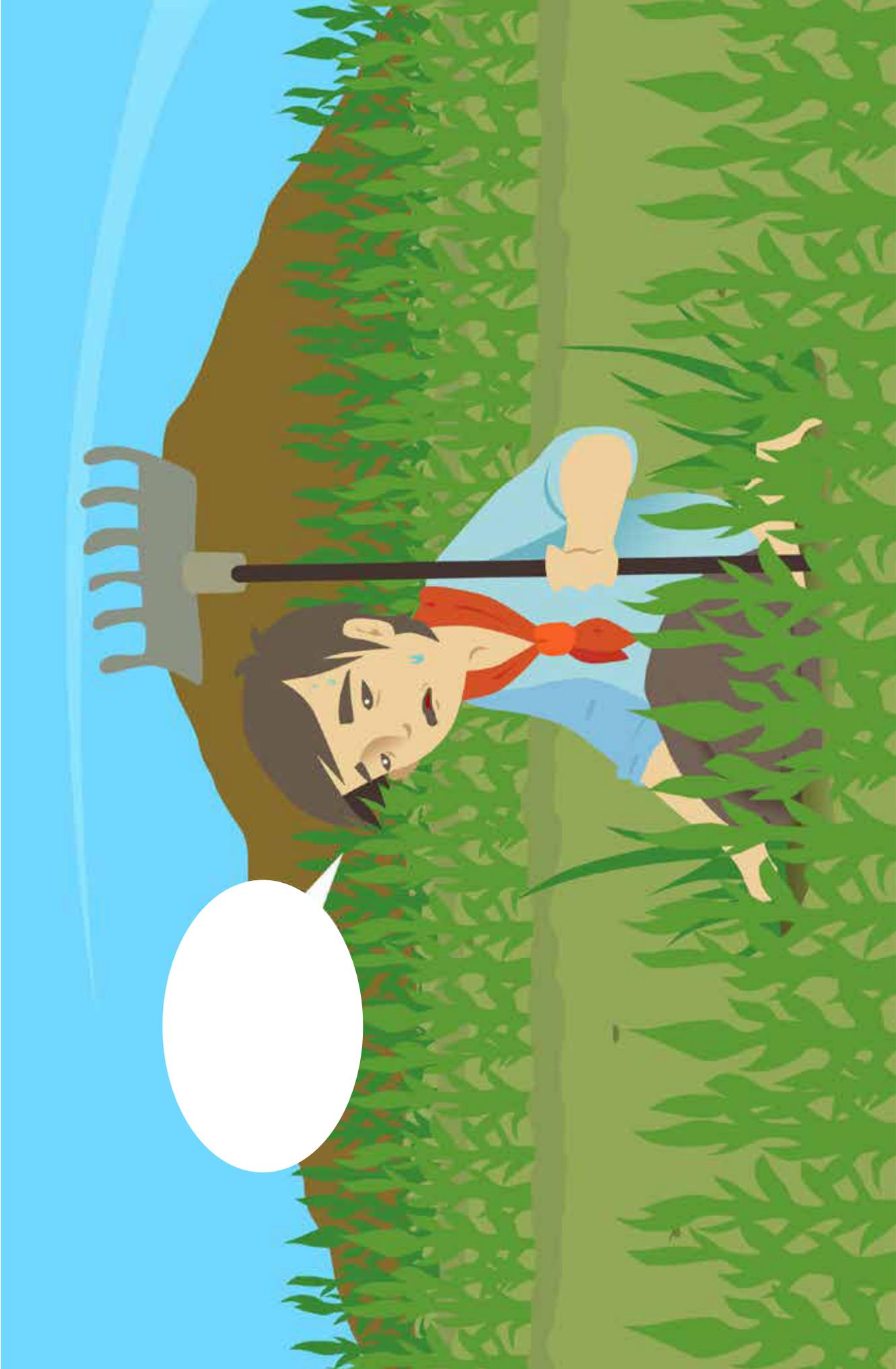
Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

Ask participants to ask their parents:

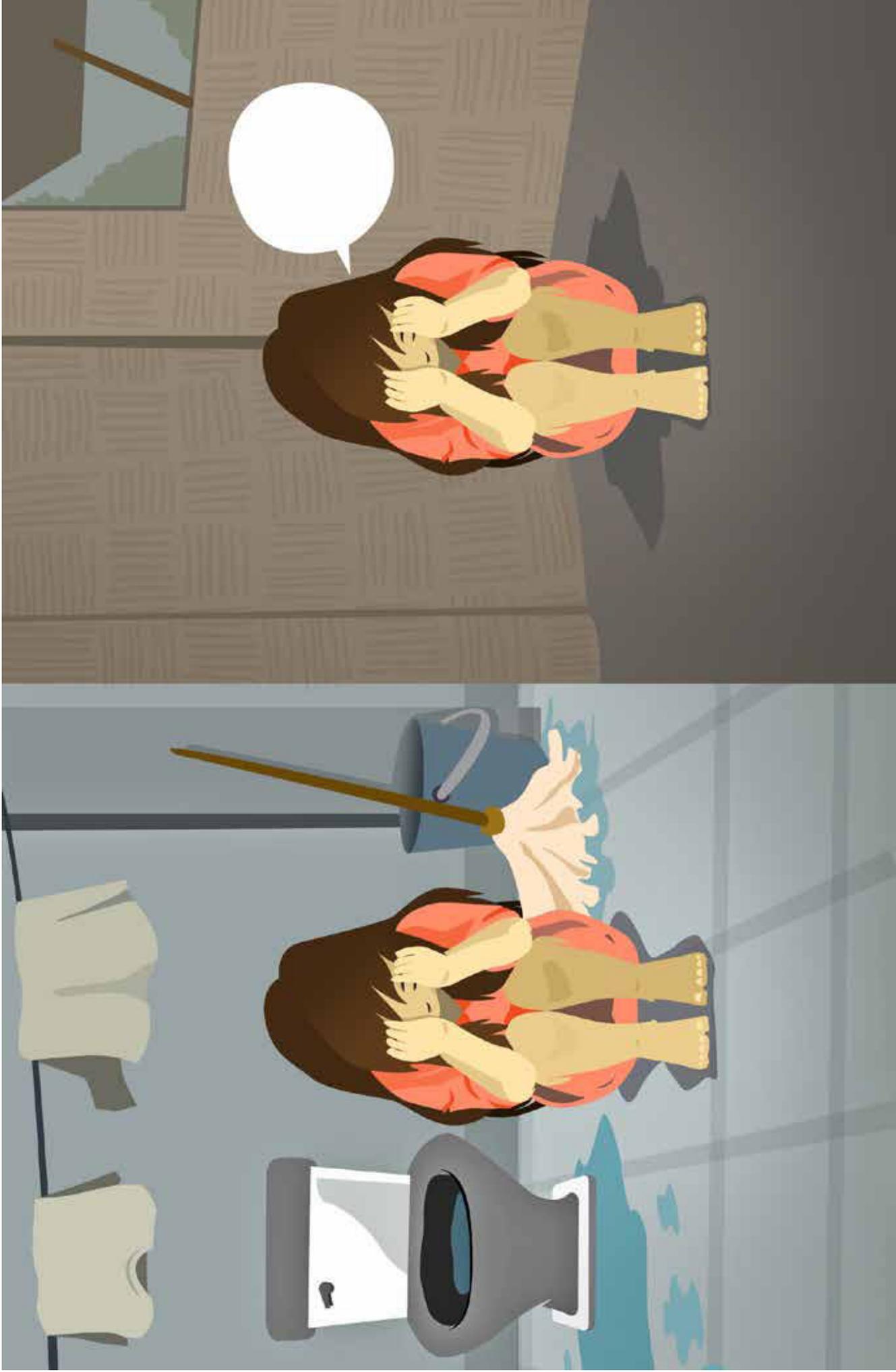
- Have you ever heard a story about someone who was trafficked from our community?
- Did the trafficking victim choose to take the trafficker to court? Why or why not?

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

IS 11a: After-Trafficking Scenarios



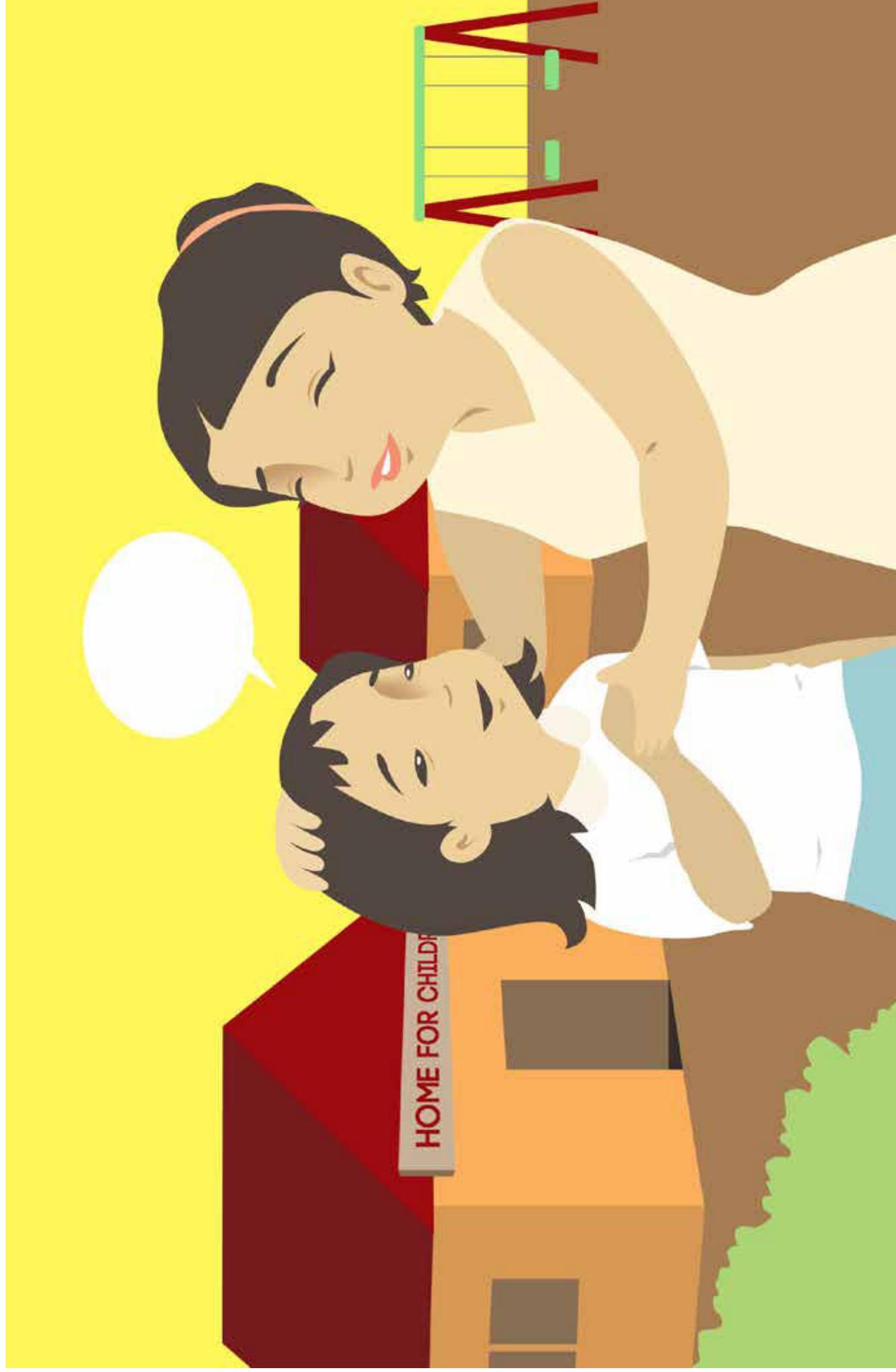
I. T escaped trafficking but decided to stay in Thailand. He found another job, but he was trafficked again. T finally escaped but was afraid of contacting authorities because he had no legal papers, so he finally found a job at a farm. He never understood that he had been trafficked. He thought he just had bad jobs.



2. M escaped from being trafficked into domestic service in Malaysia. She was arrested by the police for being an illegal immigrant and was detained for three months before she was sent home to Cambodia. She returned to her family and didn't talk about what had happened to her.



3. S was rescued from a factory in her own country in a police raid. The police said she had been trafficked and wanted her to prosecute the factory owner. But S was too upset by all she had been through and was embarrassed to discuss it, so she decided to go home to her family.



4. K escaped from a factory where she had been forced to work without pay, and could not leave. She found a migrants' centre, and it put her in touch with an NGO who helps victims of trafficking. The NGO worked with the police to arrest the traffickers, and close the factory, and K gave evidence in the case.



5. L escaped from a brothel in a foreign country and called her parents to ask for help. They didn't know what to do to help. She went to the police to tell them what had happened. They thought she was just a prostitute, and they didn't want to help her. The police also received payments from the brothel owner every month, so they didn't want to listen to her.

IS IIa: After-Trafficking Scenarios



11

Example responses:

1. *Because I don't have any legal paperwork, I don't have the right to hold a legitimate job. I don't want to go to the police, because I may encounter more trouble.*
2. *It was my fault that I was detained in Malaysia, because I was working illegally. I don't want to tell my family, because they won't understand.*
3. *I do not understand the right I have to prosecute the trafficker. I am too tired and traumatized from the experience, I just want to go home and forget that it happened.*
4. *I am aware of my right to prosecute this case against my traffickers, because what they did to me was illegal. I have the right to be protected against exploitation.*
5. *I feel betrayed because I was held against my own will and had to work for customers every night. I know that I have the right to protection against this abuse.*

12 Session 12: Documented Migration



Objective

Participants will understand the difference between documented and illegal migration and will understand that documented migration is the safer option.



Time

75 minutes



Prepare

Find out the legal age for work within your own country so that you can share this with the youth in this session.



Supplies

- Flip-chart paper and pens
- A photo of a passport and a visa
- Reference '**IS 12a: Example of Documented/Undocumented Migration Chart**' for activity



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. (*Do not choose Memory Ball Game because that is played at the end of this session.*)

Review

Have you ever heard a story about someone who was trafficked from our community?

Migration

Explain that youth migrate in different ways.

Domestic migration describes people migrating within their own country.

Explain that there is no legal age for domestic migration; however, there is a legal age for work. Facilitators should tell participants the legal age for work in their country.

International migration describes people migrating to another country. Internationally, it is not legal to migrate for work until the age of 18.

Tell participants that every country has laws regarding who can migrate into that country. These are the laws that describe what a person would have to do in order to migrate legally. Explain that it is their responsibility to understand those laws.

Explain that **documented migration** (also called legal/regular migration) means a migrant follows the laws that control who can enter and work in another country. It is called documented migration because the migrant obtains legal documents like a passport and a work visa before migrating. There are too many countries to include the laws that govern documented migration into every country in this toolkit. But it is helpful to know that *documented migration usually requires travel with a passport and a visa, and may require other documents as well.*

Tell participants that a **passport** is a legal document, issued by a person's own country, which is used to enter and leave the country legally. Show the participants a photo of a passport.

Tell participants that a **visa** is a legal stamp or sticker put into a passport by a representative of the government of another country that allows them to enter that country. There are different kinds of visas. A **work visa** allows people to legally work in another country. A **tourist visa** allows people to visit but not to work.

Show the participants a photo of a visa.

Tell participants that they cannot enter another country legally without a passport and also a visa from the country they are going to.

Explain that if they intend to migrate to another country, they should find out from their family and local authorities what documentation is needed for legal migration to that country.

Explain that many people who migrate do not have documents. These people find other ways to enter foreign countries. Some people are smuggled over the border. (*Ask if anyone can explain what smuggling is.*) Others enter the country saying they will stay for a day or short period of time but actually intend to stay for several years. This is called **undocumented migration** (It is also sometimes called **illegal or irregular migration**.)

Explain that documented migration is often harder to organise than undocumented migration. It usually requires the migrant to go through a long process of applying for documents. However, documented migration is safer. Explain that undocumented migrants are breaking the law, so they try to keep away from the police in the country they have migrated to. It is much safer to be a documented migrant because documented migrants can contact authorities if they experience problems.

Ask participants to think of the people they know who have left their community to live in other countries. Ask,

'Did they migrate using documented migration or undocumented migration?'



Discussion

Divide participants into groups of 4–8 people. Give each group a piece of flip-chart paper. Ask the group to discuss the following questions and write their answers on the flip-chart paper. An example is included on the 'IS 12a: Example of Documented/Undocumented Migration Chart'.

- How do people migrate with documents?
- How do people migrate without documents?
- Why do people choose documented migration?
- Why do people choose undocumented migration?
- What are the responsibilities of the migrant to the host country?
- At what age do you think it would be most appropriate for you to migrate?

Quiz

Play the Memory Ball Game from page 10.

Session Summary

- Domestic migration: people migrate within their own country.
- International migration: people migrate to another country.
- Documented migration: a migrant follows the laws that control who can enter and work in another country. Documented migration requires the migrant to travel with a passport and a work visa, and may require other documents as well.
- Undocumented migration: people migrate to another country without following the laws and/or without a passport and visa. Undocumented migration is a common form of migration.
- Documented migration is much safer than undocumented migration.



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 if they know anyone who migrated domestically or internationally. Did that person use documented or undocumented migration?

IS 12a: Example of Documented/Undocumented Migration Chart 12

This is an example from a previous training programme.

Documented Migration	Undocumented Migration
<ul style="list-style-type: none">• Border pass (3 days – P–P)• Migration card (6 months – district to district)• Passport• Visa• Work permit (MoLVT)• Recruitment agency	<ul style="list-style-type: none">• Job brokers• Relatives• Cross border by themselves• Friends• Strangers
<p>Why?</p> <ul style="list-style-type: none">• Safer job• Exact job: better, permanent• Skillful	<p>Why?</p> <ul style="list-style-type: none">• Save time• Easy to go• Spend less money on travel cost• Escape easily