



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



International
Labour
Organization



Funded by the
European Union



3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

Module 10: A Smart Migrant and Job Seeker



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst

3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

Module 10: A Smart Migrant and Job Seeker

By

Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



International
Labour
Organization



Funded by the
European Union

Copyright © International Labour Organization 2020
First published 2020

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: rights@dilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with a reproduction rights organization may make copies in accordance with the licences issued to them for this purpose. Visit www.ifrro.org to find the reproduction rights organization in your country.

3-R Trainers' Kit: Rights, Responsibilities and Representation for Children, Youth and Families, International Labour Office, Country Office for China and Mongolia – Beijing: ILO, 2020

ISBN: 978-92-2-0325599 (web pdf)

Also available in Mongolian: *Амьдрах ухааны сургалтын багц: Хүүхэд, залуучууд, гэр бүлийн эрх, үүрэг, оролцоо*
ISBN: 978-92-2-0325605 (print) 978-92-2-0325612 (web pdf), Ulaanbaatar, 2020

NOTE ON THE 3-R TRAINERS' KIT, 2020 EDITION (ENGLISH AND MONGOLIAN VERSIONS)

This publication was developed by Busakorn Suriyasarn and Ulziitungalag Khuajin, consultants for the ILO, in collaboration with the Authority for Family, Child and Youth Development of Mongolia (AFCYD), government implementing agency, under the framework of the Phase 2 of the ILO project "Sustaining GSP-Plus Status by Strengthened National Capacities to Improve ILS Compliance and Reporting – Mongolia Phase 2" (MNG/17/50/EUR).

The content is extracted, customized and reproduced from the following original source: Empowerment for children, youth and families: 3-R trainers' kit on rights, responsibilities and representation, ISBN: 92-2-117849-8 (print), 92-2-117850-1 (web pdf), 92-2-117851-X (CD-ROM), Bangkok (2006) and subsequent editions, including the 2017 edition ISBN 978-92-2-130249-0 (print); 978-92-2-130250-6 (web pdf).

This publication was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinions of the European Union.

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Information on ILO publications and digital products can be found at: www.ilo.org/publns.

The authors are solely responsible for the contents and any opinions expressed within this publication, which does not reflect any official position of the ILO.

Book cover pictures and cartoons by ICCD LLC
Graphic design and layout by Sodbaatar Purevjav
Mongolia

FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status¹", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren
Chairperson
AFCYD

Claire Courteille-Mulder
Director
ILO Country Office for China and Mongolia

¹ Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)



Contents

Foreword	iii
Acknowledgments	vii
Module Overview	1
Unit 10.1 A Smart Migrant	2
Ex. 10.1.1 Are You Ready for Migration?	3
TA 10.1.1 A: Money and Migration Quiz	6
TA 10.1.1 B: Quiz: Scoring Table	8
TA 10.1.1 C: Smart Money Habits for Successful Migration	9
Ex. 10.1.2 Migration Snake and Ladder Game	10
TA 10.4.2 A: Migration Snake and Ladder Game Board	13
Briefing Note: Risks of Migration	14
Ex. 10.1.3 Trafficking Dangers	15
TA 10.4.3 A: Common Trafficking Stories	18
Briefing Note: Basic Facts about Trafficking	21
Ex. 10.1.4 My Journey and the Magic Key	29
TA 10.1.4 A: My Journey and the Magic Key Game: Trainer's Preparation	34
TA 10.1.4 B: My Journey and the Magic Key Game: Assets	37
TA 10.1.4 C: My Journey and the Magic Key Game: Asset Coupons	38
TA 10.1.4 D: My Journey and the Magic Key Game: Board	39
TA 10.1.4 E: My Journey and the Magic Key Game: Rules	40
TA 10.1.4 F: My Journey and the Magic Key Game: Situation Cards	42
TA 10.1.4 G: My Journey and the Magic Key Game: Question Cards	49
TA 10.1.4 H: Group Work Guidelines: How to Have Safe Migration	56
Briefing Note: Safe Migration	57
Unit 10.2 A Smart Job Seeker	64
Ex. 10.2.1 My Ideal Job	65
TA 10.2.1 A: Job Choices	67
TA 10.2.1 B: My Ideal Job Profile	68
Ex. 10.2.2 The Job Market	69
TA 10.2.2 A: Job Cards	74
TA 10.2.2 B: Job Choice Analysis Sheet	76
Ex. 10.2.3 Writing a Resume	77
TA 10.2.3 A: Sample Resume	80
TA 10.2.3 B: Practice Resume	81

Ex. 10.2.4	Writing a Job Application	82
	TA 10.2.4 A: Sample Job Application Form	85
Ex. 10.2.5	Job Interview	86
	TA 10.2.5 A: Job Interview Tips	89
Sources for Further Reading		91
List of Games and Picture Cards		92
TA 10.1.2 A: Migration Snake and Ladder Game Board		
TA 10.1.4 D: My Journey and the Magic Key Game: Board		
TA 10.1.4 F: My Journey and the Magic Key Game: Situation Cards (40 cards)		

ACKNOWLEDGMENTS

The present Mongolian edition of the 3-R Kit is the result of a teamwork and dedicated efforts by the AFCYD and ILO.

We acknowledge the valuable contribution of Ms Busakorn Suriyasarn, international consultant for her technical guidance.

In addition, we thank each member of the 3-R Kit Working Group established by AFCYD, in particular:

- o Ms Algirmaa Purevsuren (Modules 4, 9 and 10)
- o Ms Ariunchimeg Gombo (Module 11)
- o Ms Azjargal Jantsandorj (Modules 2, 4, and 9)
- o Mr Batsaikhan Batsukh (Modules 1 and 3)
- o Ms Battuya Tsanlig (Module 4)
- o Ms Bolortsetseg Sosorburam (Modules 10 and 11)
- o Mr Galbadrakh Sharkhuu (Modules 6 and 7)
- o LGBT Centre Mongolia (Module 6)
- o Ms Oyundari Bayanbaatar (Modules 5 and 8)
- o Ms Sanjid Borbandi (Module 3)
- o Ms Ulziitungalag Khuajin (Trainers' Guide).

We would like to express our appreciation to Mr Altansukh Ochirbat, former chairperson in AFCYD for his initiation of and support to this work. For the coordination, detailed national contributions and review of the Mongolian translation, we thank Ms Azjargal Jantsandorj, senior specialist in charge of child rights policy implementation in AFCYD and Ms Ulziitungalag Khuajin, senior lecturer in the Social Work Department of the Mongolian National University of Education. We are also grateful to Ms Bertsetseg Vanjil and Ms Narmandakh Battulga who provided translation support during the adaptation process and Ms Tuya Balchindorj for her edition of the Mongolian language version.

On the ILO side, Ms Lkhagvademberel Amgalan and Ms Bayartsetseg Bayarsaikhan in Ulaanbaatar, Ms Parissara Liewkeat, in Beijing and Ms Bharati Pflug, Senior Specialist on Fundamental Principles and Rights at Work in the ILO DWT-Bangkok, provided programming, administrative and technical support.



MODULE 10 A SMART MIGRANT AND JOB SEEKER

Module Overview

This module provides practical knowledge and tools on safe migration and job search for older youth and adults. The first unit explains how to benefit from migration, engage in safe migration and avoid the risks of human trafficking. The second unit provides practical steps in seeking employment, from setting employment goals and doing job searches to applying for jobs and preparing for job interviews.

This module includes 2 units:

Unit 10.1 A Smart Migrant

Unit 10.2 A Smart Job Seeker

Unit 10.1 A Smart Migrant		Objectives	Time
Ex. 10.1.1 Are You Ready for Migration?	• To find out how much you know about smart money management and safe migration • To identify money habits for achieving migration and life goals	50 mins	
Ex. 10.1.2 Migration Snake and Ladder Game	• To explore different scenarios, benefits and risks of migration for work	60 mins	
Ex. 10.1.3 Trafficking Dangers	• To be aware of the potential dangers of trafficking of people • To learn how to recognize and respond to tricks used by human traffickers	75-90 mins	
Ex. 10.1.4 My Journey and the Magic Key	• To develop problem-solving skills in dealing with various situations in migration • To learn how to prepare for safe migration	2 parts: 90-120 mins; 60-90 mins	
Unit 10.2 A Smart Job Seeker		Objectives	Time
Ex. 10.2.1 My Ideal Job	• To explore one’s own goals in employment • To learn how to make informed decisions when looking for a job	60 mins	
Ex. 10.2.2 The Job Market	• To explore realistic options in the local job market for women and men • To learn safe and effective ways to find a job and make an informed decision	125-150 mins	
Ex. 10.2.3 Writing a Resume	• To learn how to write a job resume	60 mins	
Ex. 10.2.4 Writing a Job Application	• To practice writing a job application	60 mins	
Ex. 10.2.5 Job Interview	• To learn how to prepare for and practice doing a job interview	60-90 mins	
Total time in Module 10: 11 hours 40 minutes – 13 hours 45 minutes			

Unit 10.1 A Smart Migrant



Content

This unit deals with migration for work, covering the stages from before leaving home to after arrival at the destination. The exercises aim at raising awareness on both benefits and risks of migration as well as the dangers of human trafficking, and helping participants learn how to prepare for safe migration. The exercises are useful for participants in both migrant sending and receiving areas.



Key Messages

- Migration for work can provide good opportunities and a better life for both migrants and their families, but learn about common risks of migration before deciding to migrate.
- Smart money habits increase the chance of success in migration.
- Trafficking can happen to anybody, but women, children and youth are more vulnerable.
- Traffickers are often people you know. They can even be your friends or relatives, or someone who proposes to marry you.
- It is safer to migrate legally and get as much information as possible before leaving home.
- If you get into trouble at any stage of migration, find out how and where to ask for help.



Exercises

- 10.1.1 Are You Ready for Migration?
- 10.1.2 Migration Snake and Ladder Game
- 10.1.3 Trafficking Dangers
- 10.1.4 My Journey and the Magic Key



Related Units

- 2.1 Everybody Has Rights
- 5.4 Social and Communication Skills
- 8.1 How to Say 'No' to Violence
- 9.1 Handling Money
- 9.2 Budgeting for Achieving Life Goals
- 11.2 Rights at Work



Tip for Trainers on selecting the exercises

Exercises 10.1.1. Are You Ready for Migration?, 10.1.2 Migration Snake and Ladder Game and 10.1.3 Trafficking Dangers are suitable for a half-day training to explain the benefits and risks of migration and enable participants to understand main trafficking problems and risks. If participants are actually planning to migrate, have migrated once already and seek to improve life and work, it is recommended to do Exercise 10.1.4 My Journey and the Magic Key as they can practice their problem solving skills in migration situations (part 1) and learn to give advice on migration to others (part 2).

Exercise 10.1.1 Are You Ready for Migration?¹



Objectives

- To find out how much you know about smart money management and safe migration
- To identify smart money habits for achieving migration and life goals



Target Group

Children, youth and adults



Duration

50 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

Flipchart paper, markers and masking tape



Training Aids

10.1.1 A: Quiz: Before You Decide to Migrate

10.1.1 B: Quiz: Scoring Table

10.1.1 C: Smart Money Habits for Successful Migration



Tip for Trainers

This exercise is a summary of Module 9 Smart Money Management, and can also be used to test what participants have learned at the end of that module.



Session Plan Steps

1. Pre-migration quiz – 20 minutes
2. Check the quiz score – 15 minutes
3. Identify smart money habits for successful migration – 15 minutes

¹ Adapted from: *Money and Migration: Smart Guide for Migrant Workers* (ILO: Bangkok, 2011).

Preparation

Make copies of the three Training Aids, one for each participant.

Step 1 Pre-migration quiz – 20 minutes

Tell participants that they will find out how much they know about safe migration and managing money in the way that will help them achieve their migration and life goals.

Explain that some people who decide to migrate for work can make good income and see their goals in life come true, but many do not succeed. Participants will be doing a quiz which will help them find out their chances of having success in migration for work.

Distribute a copy of the Quiz: Before You Decide to Migrate (Training Aid 10.1.1 A) to each participant. Participants will circle one answer A, B or C for every question. Repeat that they should select only one answer to every question. Give them 5-10 minutes to do the quiz. Allow more time for participants with low literacy, for whom each question and multiple-choice answers may need to be read to one by one.

Step 2 Check the quiz score – 15 minutes

When participants are ready, give them the scoring table (Training Aid 10.1.1 B), and ask everybody to calculate their score by adding up the points from all questions according to the scoring table. Once they have calculated their score, tell them to draw an unhappy ☹, indifferent 😐 or happy 😊 face on the quiz sheet according to their score range (☹: 0-10; 😐: 11-20; 😊: 21-30).

In turn, ask who has an unhappy face, indifferent face, and happy face to raise their hand. Discuss the quiz outcomes with participants.

- Those with an unhappy ☹ face have a low chance of success in migration and are at risk of running into troubles because they lack enough knowledge about migration and smart money habits. To increase their chance of success, they need to learn a lot more about smart money management and how to migrate safely.
- Those with an indifferent 😐 face know some basics of smart money management and migration to help them make smart decisions and avoid some troubles. However, they still need to improve on their knowledge and skills to increase their chance of becoming a successful migrant.
- Congratulate those with a happy 😊 face. Say they know quite a lot already about smart money management and safe migration. They need to apply their knowledge and can share their knowledge and skills with their family and friends too.

Step 3 Identify smart money habits for successful migration – 15 minutes

Start a brainstorming exercise:

- Ask participants to suggest smart money tips for people who migrate for work.
- Write the suggestions and ideas on a flipchart or board.

After 10 minutes, highlight the tips mentioned by participants and add any missing ones from the list of smart money habits in Training Aid 10.1.1 C.

Conclude the exercise with the following key messages:

- Learn about the costs of migration before deciding to migrate, weigh benefits and costs of migration and decide whether migrating is a smart choice for you.
- A smart preparation increases a chance of a success in migration. Find out as much as possible about the job and conditions of work offered or promised to you. If something sounds too good to be true, it probably is.
- Always ask for a copy of the contract you sign and keep the copy with you in a safe place. (Children under 15 years of age are not allowed to enter into a contract and 15 year olds are allowed only with a permission of a parent, guardian or the State.)
- Never sign a document you don't understand, even when asked by someone you know like an employer, an agent or your own neighbor.
- Remember your goals and keep track of your income and expenses.
- Save money, remit smartly and make sure to also save for yourself and for emergency.
- Smart money habits increase the chance of success in migration.



Tip for Trainers

If appropriate for the target group, trainers can share with participants a few general principles for fair recruitment and what should be in a fair employment contract. See information in Briefing Note: Safe Migration in Ex. 10.1.4: My Journey and the Magic Key.



Training Aid 10.1.1 A: Quiz: Before You Decide to Migrate

1. If your father asks you to migrate and work in the city, what would you do?

- Say yes. You always do what your father says.
- b) Say no. You want to continue your education.
- c) Say maybe. Suggest that your family discuss if you should migrate or not.

2. Do you know how much your migration will cost?

- a) Yes! I know how much it will cost.
- b) No. It's not important to me.
- c) Not yet. I am asking people and collecting information about that.

3. If you are migrating for work, is it important to know what job exactly you will be doing and what kind of conditions you will be in?

- a) Absolutely, get as much information as possible, otherwise you can get into a very bad situation.
- b) No. You will never know what you will get into until you get there.
- c) I think so, but I'm not sure how you can know.

4. Do you know who should pay for the job recruitment fees?

- a) Probably the person who is seeking the job.
- b) I am not sure. I want to know.
- c) The employer.

5. If you sign a job contract, what should you do with it?

- a) Give it back to your employer.
- b) Ask for a copy and keep it in a very safe place.
- c) Ask for a copy and give it to your parents.

6. Which of the following is a good way to save money?

- a) Hide money under your mattress.
- b) Limit expenses and put savings in a bank account.
- c) Borrow money from a friend when you need it.

7. A recruitment agent or employer asks you to sign a document, saying it's not important just a routine. You don't know what's in it, should you sign the document?

- a. Of course. Why not?
- b. Maybe signing is not a good idea, but how can you say no?
- c. No. Never sign any document without knowing what you are signing for.

8. If you are working in the city, how much of your salary do you think you should send back to your family?

- a) All.
- b) Enough for them to spend but save some for myself and my future goals too.
- c) Whatever amount my parents tell me to send.

9. How much should you save in your emergency fund?

- a) Three times your average monthly salary.
- b) As much as possible.
- c) I do not need an emergency fund.

10. If you have borrowed money, what do you do?

- a) Try to pay off the debt as soon as possible.
- b) Pay off the debt in installments whenever I can.
- c) Wait as long as possible before paying off the debt.



Training Aid 10.1.1 B: Quiz: Scoring Table

Question 1	Question 2	Question 3	Question 4	Question 5
A = 0	A = 3	A = 3	A = 0	A = 0
B = 3	B = 0	B = 0	B = 1	B = 3
C = 3	C = 2	C = 1	C = 3	C = 1

Question 6	Question 7	Question 8	Question 9	Question 10
A = 1	A = 0	A = 0	A = 3	A = 3
B = 3	B = 1	B = 3	B = 1	B = 3
C = 0	C = 3	C = 0	C = 0	C = 0

Score = 0 – 10 Look before you leap!

You know little about smart money management and safe migration. You are at risk of being cheated, running out of money, or accepting a job that is dangerous for your health and future. Make sure to learn more about recruitment conditions, migration costs, how to migrate safely and how to avoid risks before you decide to migrate.

Your chances of saving your money and reaching your goals: ☹️

Score = 11 – 20 Getting better!

You know a bit about smart money management and safe migration. Good! You are off to a good start, and you already know some basic things to help you make smart decisions. But before you decide to migrate, learn more about how to avoid possible troubles in migration and smart money habits that will increase your chances of a successful migration.

Your chances of saving your money and reaching your goals: 😊

Score = 21 – 30 You are a Superstar!

You already know a lot about smart money management and migration. You have made a very good start! If you decide to migrate, make sure to share your skills and knowledge with your family and friends. Help them to have smart money habits too.

Your chances of saving your money and reaching your goals: 😊



Training Aid 10.1.1 C: Smart Money Habits for Successful Migration

1. Think, discuss and decide: What are the benefits and the costs of migration
2. Set goals
3. Ask how much it costs before you pay
4. Remember your goals: Spend money wisely
5. Create a budget: Estimate your income and how you will spend it in the future
6. Keep track of your money: Check that your expenses are not larger than your income
7. Save money to achieve your goals
8. Remit smartly: Send money home for use by your family, but save money for yourself too
9. Protect yourself – Start an emergency fund
10. Smart money habits increase the chance of success in migration.

Exercise 10.1.2 Migration Snake and Ladder Game



Objectives

To explore different scenarios, benefits and risks of migration for work



Target Group

Children, youth and adults



Duration

60-70 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

For each group:

- Migration Snake and Ladder Game Board (Training Aid 10.1.2 A)
- 1 dice
- 5-6 different colored buttons or something similar, one for each player



Training Aid

10.1.2 A: Migration Snake and Ladder Game Board

Briefing Note: Risks of Migration



Session Plan Steps

1. Play the game – 30 minutes
2. Share the game experience – 25 minutes
3. Round up – 5 minutes

Step 1 Play the game – 30-35 minutes

Tell participants that they will play a Migration Snake and Ladder Game (Training Aid 10.1.2 A) in small groups so that they can learn about the benefits and risks of migration for work. Divide participants into mixed groups of 5-6 people per group.

Before breaking into small groups, explain the rules of the game and demonstrate (briefly) how to play the game as follows:

- Each person takes one coloured button and puts his/her button in the 'START' box.
- Determine each person's turn in the game. Make the youngest person in the group Player No. 1, the oldest person the last Player and others, Players No. 2, 3, 4 and so on according to their ages (from youngest to oldest).
- Player No. 1 rolls the dice again and moves his/her button on the board according to the number on the dice (for example, 3 steps for 3 points on the dice). Player No. 2 rolls the dice and moves accordingly and then Players No. 3, No. 4 and so on. Continue rolling the dice in turn, so that players will move along to the higher-numbered boxes.
- If a player comes to a box with the snakehead, the player has to fall down to the box where the tail of the snake is in the same move (as if having been swallowed by the snake). When it is their next turn, they proceed from the box with the snake tail.
- If a player comes to a box at the start of a ladder, the player gets to move up to the top of the ladder and proceed from there on the next turn.
- If players end up in boxes with either the snake tail or the top of the ladder they stay there and move onwards on their next turn.
- The goal for everyone is to reach the end of the game (Box No. 60).
- The game is considered over when at least one person in each group reaches the end of the game.
- The person who gets to the end is out of the game and others may continue to play.

Give each group a set of materials and give participants about 25-30 minutes to play the game. To help recounting their own stories in Step 2, ask each player to memorize or record on paper his/her experience. Let participants play the game until the game is over or until the time is up.

Step 2 Share the game experience – 25-30 minutes

Once the game is done, ask for 2-3 players with a very bad experience and 2-3 players with a very good experience. Ask the lucky and unlucky migrants to tell their migration stories. If participants have experience with migration already, ask whether these stories happen often in real life. Give time for the exchange of the real life stories.

Brainstorm with participants on the positive and negative sides of migration. List the positives and negatives side by side on a board or flipchart. It is important to draw from participants their ideas of benefits and risks of migration, both from the game they just played and from their own experience or knowledge about the experiences of others. Examples of key benefits and risks of migration are:

Benefits of Migration	Risks of Migration
Examples: - Better job opportunities - More income to help the family - Better quality, higher education - Adventure: chance to see the outside world, to go abroad - Chance to learn new skills - Chance to meet new people - Better business opportunities - To live in a safer place - To make a new start in life - ...	Examples: - Being cheated by unscrupulous employment agents or extorted by influential people - Not being given the promised job or agreed salary - Being tricked into doing a dirty, difficult, and dangerous job - Being smuggled or trafficked - Having no access to information or language skills to ask for help - ...

For more details on the risks of migration, see Briefing Note: Risks of Migration.

Step 3 Round up – 5 minutes

Conclude the exercise by emphasizing the following points:

- Migration for work can provide better opportunities and options in life for migrants and their families, but it also has potential risks.
- In order to reap the most benefits from migration it is important to be well informed about the migration process, know about life and work at the destination, and aim and prepare to have legal and safe migration.



Training Aid 10.1.2 A: Migration Snake and Ladder Game Board

Guidelines: this board game should be played in a group of about 5–6 people: a dice and 5–6 small fiches, buttons or something similar are needed to play in each group.

Migration Snake and Ladder Game Board

60 * END * find good job in big restaurant	59 business very successful, build new house	58 expand business	57 made bad loan, lost money	56 business going well, buy land	55 repay debts	54 business difficult but improving	53 win case against old boss, get back-pay wage, start business	52 H	51
41 start business selling clothes with friend	42	43 go to English school, get more skill training	44 find out being HIV-positive	45 face financial set-back	46 get better job with good company	47 become ill	49 save enough money to start new business	48	50
40 find good job in big restaurant	39 get divorced	38	37 not paid salary as promised, sue boss, fired from job	36 cheated, men takes all money	35 have a child, send child back to village	34 get job in factory, meet a few friends from home	33 Work in construction, work too heavy, quit job	32	31 abused by boss, quit job
21	22 take big loan to pay for agent's fee to go abroad	23	24 get job in karaoke bar	25 find no jobs, go back to village	26	27 get arrested for illegal entry, deported home	28 find good and stable job, start saving money	29	30 get married, very happy
20 hired to do housework for rich family in city	19	18 nice man says will help get good job abroad	17 last year in primary school	16 find no jobs, go back to village	15 friend from same village helps get work in factory	14 find job in small hotel	13	12 nice women promises good job in city	11 look for better paying job
1	2	3 family too poor, quit school to help family at work	4 last year in primary school	5 father sick, need more income to keep brothers & sisters in school	6	7 finish lower-secondary school	8	9 go with friend to look for work in town	10 find job in noodle shop in town

A Smart migrant and job seeker
A Smart Migrant
Migration Snake and Ladder Game
Migration Snake and Ladder Game Board

Module 10
Unit 10.1
Exercise 10.1.2
TA 10.1.2 A



Briefing Note: Risks of migration

Migration stages	Risks at different stages of migration
Recruitment & pre-departure	• Illegal recruitment and trafficking • Not knowing terms or conditions of employment • Not being sent to the destination at all • Inappropriate and expensive training programmes • Overcharging for job placement and document processing • Cheating and extortion by agencies and brokers • Being locked up for possibly a long period before leaving the home province/country • Being given false documents or false (illegal) identity
Journey	• Incurring huge debt to pay for expensive transportation • High interest rates or other payments • Smuggling, illegal transportation, trafficking • Harassment and abuses during transit • Being given bogus debt
Working and living in the destination province or country	• Given a different contract instead of the original contract to sign • Contract violations such as being given a different job than promised • Confiscation of ID card, passport and important documents by employers or brokers • Late payment, payment deduction or no payment at all for work • Poor or hazardous working conditions • Physical, psychological or sexual abuse or violence • No access to information and means to get services or ask for help • No embassy or inadequate services provided by the embassy • No legal papers (being undocumented) • No legal status for children • Harassment by people in the new country/province • Being smuggled/trafficked to another country/province
Termination of contract	• Being fired without cause or illegally • In case of illegal entry, arrest by immigration police and deportation • No place to stay before being sent home • No or little health, social and other services during detention • No channel for complaint or redress
Return and reintegration	• Extortion or overcharging for services when returning home (e.g., at airport and bus or train station by people aiming to take advantage of returnees, etc.) • No job, no income at home • Large debt/ bankruptcy • Shame if not returning home rich. Difficult readjustment to family after long absence or difficult reintegration to home community, especially for survivors of violence or workers in low-status jobs • Danger of being re-trafficked with no other viable options and out of desperation

Adapted from: *An Information Guide on Preventing Discrimination, Exploitation and Abuse of Women Migrant Workers* by GENPROM (ILO: Geneva, 2003), Booklet 1 Introduction: Why the focus on women international migrant workers, Box 1.2 Vulnerabilities at different stages of the migration process, p. 21.

Exercise 10.1.3 Trafficking Dangers



Objectives

- To be aware of the potential dangers of trafficking of people
- To learn how to recognize and respond to tricks used by traffickers of people



Target Group

Children, youth and adults



Duration

75-90 minutes



Seating Arrangements

Group seating on the floor or around tables with an open surface for role plays



Materials

- Flipchart paper and markers
- A pair of scissors



Training Aid

10.1.3 A: Common Trafficking Stories

Briefing Note: Basic Facts about Trafficking



Session Plan Steps

1. Trafficking stories – 30-45 minutes
2. Discuss trafficking stories – 30 minutes
3. Round up: (child) trafficking and its dangers – 10-15 minutes



Tip for Trainers

Trainers may choose to do either Option A or Option B, or combine the two steps by:

- *Shortening Option A and using the stories from Training Aid 10.1.3 A for the role play*
- *Using all or some stories from Option A for the role play.*

Step 1 Trafficking stories – 30-45 minutes

Option A (30 minutes): Tell participants that this session will help them to identify possible dangers in the migration process, and overcome the tricks used by human traffickers. Ask them to share stories they have heard or experienced of a migration gone wrong. Encourage them to tell real life stories from their own communities and the outside, or what they have read from newspapers or the internet, heard on the radio, or seen on TV. List the titles and/or key points in the stories on a board or flipchart. Highlight the tricks used in each story in the discussion.

Option B (45 minutes): Tell participants that this session will help them to identify possible dangers in the migration process, and overcome the tricks used by human traffickers. Divide participants into mixed groups of 6-7 people. Cut up the trafficking stories in Training Aid 10.1.3 A and choose one trafficking story for each group. Give 20 minutes for the groups to prepare a role play (or any other form of creative presentation). Tell participants they can adapt or change the story as they like, to fit their real-life experience.

Allow each group no more than 5 minutes to perform their role-play.

Step 2 Discuss trafficking stories – 30 minutes

Start a discussion on the real-life stories or stories in the role plays. Discuss one story at a time, using the following questions:

- What happened in the story?
- What were the reason(s) why the person(s) decided to leave home?
- Was it a situation of trafficking? Why?
- Who were the trafficker(s)?
- What kinds of methods were used?
- What could the person(s) do in the situation in the story? And what could the person(s) have done to prevent themselves from falling victim to trafficking?
- What lessons can you learn from this story?

After discussing the stories, brainstorm with the participants on the following questions:

- What lessons can you draw from these stories?
- What are the tricks or methods migrants should watch out for?
- What do you think are the differences between trafficking and regular migration?

It is important that participants understand the distinction between regular migration and trafficking. Depending on the educational levels and the interest of the target group, the trainers can decide to also discuss the differences between migration, smuggling and trafficking and provide more details on child trafficking, trafficking situation/trends and the anti-trafficking legal mechanisms in Mongolia to be discussed in the group. (See Briefing Note: Basic Facts about Trafficking.)

Step 3 Round up: (child) trafficking and its dangers – 10-15 minutes

Conclude the exercise by summarizing the definition of trafficking, child trafficking, how (child) trafficking works, common tricks used by traffickers and ways to prevent becoming a victim of trafficking. Emphasize the following points:

- “Trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force, or coercion, deception, fraud and abuse of power, with the purpose to exploit the persons.
- Consent is irrelevant if any of the means mentioned above have been used.
- By standards of international law, in the case of children (persons under 18 years of age) consent is irrelevant even if none of the means mentioned above have been used.
- Traffickers can use different tricks and techniques and tell convincing stories. The tricks can become more and more sophisticated.
- People often think they know what they are getting into when they start to migrate but they may not know the full extent of the risks and dangers.
- Trafficking can happen both inside and between countries.
- Trafficking can happen at any stage of migration (before, during travel and at the destination).
- Like adults, many children also face pressure to migrate to find jobs to support their families and are vulnerable to trafficking dangers.
- While men are also trafficking victims, young women, children and youth are the most vulnerable.
- Migrants can prevent themselves from becoming trafficking victims by:
 - getting as much information as possible about the migration process and the real situation at the destination before deciding to migrate
 - obtaining proper documents necessary for legal and safe migration
 - keeping in contact with family and having contact information of persons or agencies who can help in time of crisis
 - being smart. If a job offer in another place sounds too good to be true, it probably is. Not everybody has good intentions. Promises are not good enough. Check things out first.



Training Aid 10.1.3 A: Common Trafficking Stories

Guidelines: Cut up the stories and give each group a selected story as appropriate.

-----✂-----

1. A man posted on online that he is looking for young boys with a foreign passport to look after livestock. The job will pay very well.

-----✂-----

2. A woman in the neighborhood came back from working in the city for some years. She wears a very nice dress, big gold earrings, pendants, an expensive watch, and carries the latest model of a fancy cell phone. She seems to have done very well for herself. She talks about her work in a city. Many people in the neighborhood think they should leave the neighborhood to make a fortune like her. The woman encourages young people to move quickly because there are a limited number of jobs.

-----✂-----

3. An employee of a Korean recruitment agency arrives in town to recruit young people to work for Korean companies. He says this is a way, especially for young women, to meet and marry Korean men. The agent explains benefits and opportunities of living in Korea: Korean men are hardworking, focus on the family, they don't use drugs or alcohol. He also says that young people can bring their sublings to Korea too.

-----✂-----

4. A man comes to the city and tells people that he would hire young people with good physical ability to work in a developed country. Interested persons can deposit money to secure their place with an employment agency. The agency will handle all required paper work such as applying for a passport, work permit and visa, qualification certificates, and medical examinations. He says many people have paid money for the job.

-----✂-----

5. One poor family in the country side has sent their 10-year-old son to work in a café in the city. The cafe owner paid an advance of six months worth of his salary to his family. After 2 months, the boy's parents came to the café to ask to get the son back because his grandfather is seriously ill in critical condition. The café let him go. But what really happened was the family took him to another café, which also gave the family an advance payment of their son's six-month salary. The family left the boy at the second café.

-----✂-----

-----✂-----

6. A 16-year-old girl named “X” agreed with a man to become a nanny and maid for a rich foreign family. That family is very rich. The girl came to work for this family at first with no problem. But she soon discovered that she had to give massages and other services to the employer, the husband. The girl hated doing such things. She felt “dirty” but she had no choice. “X” is not allowed to leave the house and the wife does not like her and sometimes even beats her.

-----✂-----

7. A 12-year-old boy named “Y” came to work with his friends at a factory. His family sent him there. “Y” has been living in a room with his friends near factory provided by the factory owner free of charge. However, he has been working for six months but has not been paid his salary. “Y” and his friends asked about their salary with their boss but the boss told them to work without pay because he has a lot of debt, investing so much money to put this factory into operation. “Y” and his friends don’t know how much debt the boss has to run this factory, but they are demanded to work 10-12 hours, sometimes even 14-16 hours, per day. There is no place or time for them to play or relax. “Y”, his friends and many other children work there and are not allowed to go outside. “Y” misses his family so much and is worried about his situation.

-----✂-----

8. A woman named “Z” married a young man from a richer neighboring country. Her new husband arranged for her to get a passport to travel to his country. A week after they arrived in his country, her husband said that they would move to another city. In the new city, “Z” found out that she would have to work to make a living. Before moving to the country of her husband, she believed as he told her that she would be a housewife. Now, her husband took her to meet the boss at a night club. She was told she would work as a waitress. “Z” is now starting to get worried that she may be required to do more than serving drinks to customers. She doesn’t want to work in a night club, but what can she do? Her husband keeps her passport.

-----✂-----

9. “O” lived with her mother and father in a soum center. She helped her father sell food on the street. She dropped out of school at the age of 14 because she did not like school. She dreamed of falling in love with a rich man and marrying him. One day she met a handsome young man from a neighboring soum and fell in love. After 2 months of relationship, her boyfriend asked her to go to the city. “O” was willing to leave home. When the couple arrived in the city, “O” found out that her boyfriend is unemployed. They live happily together in a cheap rented room. But one day “O” was shocked when her boyfriend forced her to sleep with other men to earn some money to pay rent.

-----✂-----

----- ✂ -----

10. A hard-working rich young couple in a big city wanted to have a son. They wanted another child because they had only one daughter who was 6 years old. Unfortunately, after the first child the wife had had three very difficult pregnancies. The doctor told the couple that having another pregnancy could be fatal for her. Meanwhile, there was another happy couple in the countryside with a son and a daughter. One day their 2-year-old son was abducted. Shortly after, the rich young couple adopted a healthy 2-year-old boy from someone whom they paid a lot for the boy.

----- ✂ -----

11. Mr. "A" is a truck driver. His job is to transport goods to and from China. His job involves driving very long hours, often without sleep for more than 24 hours. After he crosses the Mongolian border, he has to wait there with the truck and cannot go anywhere because the employer collects his passport, saying that this is to ensure that he will not drive away the truck full of goods. He usually has to wait for a long time—sometimes for days—for the goods to get unloaded. When he gets paid, he finds that his wage is deducted. The employer tells him the deduction is for his waiting time when he is not driving. Mr. "A" thinks this is so unfair, because it is not his fault that the goods are not unloaded and he has no control over the waiting period. He loses both his time and income for the waiting. He feels so cheated about this practice but has little choice.

----- ✂ -----



Briefing Note: Basic Facts about Trafficking

1. Trafficking in persons: definition

The most widely accepted definition of trafficking is given in the Palermo Protocol on Trafficking (2000):²

- “Trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of a **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, 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”.
- The **consent** of a trafficking **victim to the exploitation** shall be **irrelevant** where any of the **means** mentioned above, such as the abuse of power, have been **used**.
- The recruitment, transportation, transfer, harbouring or receipt of a **child** for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does **not involve any of the means** mentioned above.
- “**Child**” shall mean any person **less than eighteen** years of age.

Simply said, this means that it is not allowed to take or force people to other places with the objective to employ them in different kind of activities that lead to their exploitation through a threat or use of force, coercion or deception, regardless of their consent. Examples: people who are brought to the city to work in factories for a very low wage or for a meal only, without being allowed to go outside. Or people who are brought to foreign countries and forced to work as a domestic servant, or children and women who are forced to work as a prostitute in brothels and bars. Be aware: many trafficking victims may have initially left willingly or were misled, and were forced later in the migration process.

2. Child trafficking: definition

In line with the Palermo Protocol’s definition of trafficking above, the broadly agreed and concise definition of child trafficking is the “recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation.” The ILO has developed an operational breakdown of this definition that spells out child trafficking and exploitation as follows:³

² Protocol to Prevent, Suppress and Punish Trafficking in Person, Especially Women and Children (Trafficking Protocol), supplementing the United Nations Convention Against Transnational Organized Crime, 2000 (also known as the Palermo Convention).

³ The information about child trafficking in points 2 and 3 are from: *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation* by ILO, International Programme on the Elimination of Child Labour (IPEC) (ILO: Geneva, 2009), pp. 14-18.

Child trafficking: Elements defined for the purpose of eliminating child labour operations:

- A **child** – a person under the age of 18 years.
- **‘Acts’ of recruitment, transportation, transfer, harbouring or receipt**, whether by force or not, by a third person or group.
- The third person or group organizes the recruitment and/or these other acts **for exploitative purposes**.
- **Movement** may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed – even if minimal – in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention No. 182 [C182], and ensure that trafficking victims away from their families do get needed assistance.
- **Exploitation** includes:
 - a) all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict [C182, Art. 3(a)];
 - b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances [C182, Art. 3(b)];
 - c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties [C182, Art. 3(c)];
 - d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children [C182, Art. 3(d) and C138, Art. 3];
 - e) work done by children below the minimum age for admission to employment [C138, Art. 2 & 7].
- **Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability** at any point of the recruitment and movement **do not need to be present** in case of children (other than with adults), but are nevertheless strong indications of child trafficking.

3. Child trafficking in the context of labour migration and exploitation

Child trafficking happens when a child is moved from one place to another – within a country or across a border — into a situation in which they are exploited, and this exploitation can take many different forms. The movement part of the trafficking ‘event’ accompanied by the action of someone who intends to exploit the child for profit is essential to the difference between child trafficking and migration into child labour. The movement away from home, local community, support and safety mechanisms into an environment where the child is isolated and manipulated by others greatly increases the child’s vulnerability and makes child trafficking a particularly despicable crime and a violation of their rights.

Exploitation is the other essential part of child trafficking. Trafficking is always made up of both movement and (the intention of) exploitation. If there is only movement and no (intent of) exploitation, then this is not trafficking. If there is exploitation but no movement, then this is not trafficking either.

4. Distinction between trafficking, smuggling and migration

Regular migration is when people decide to move from one place to another willingly with their own purpose. While regular migration usually involves choice, knowledge and economic empowerment, trafficking and smuggling involve irregular movement of people who often lack protection and are subject to abuses and various levels of exploitation. However, **trafficking** is

different from smuggling and other forms of irregular migration: Trafficking involves **coercion, force and/or deception for the purpose of exploitation**, whereas smuggling may not involve any coercion or exploitation at all. A typical profile of a smuggled migrant is not a poor person because he or she would have had to pay a large sum of money to smugglers for the smuggling. On the contrary, a typical trafficked person is from a poor family, often the poorest and most marginalized families and communities.

5. Push & pull factors in trafficking/migration

There are factors that push people to leave home and cause them to fall victim of trafficking. Among the most common **push** factors are:

- poverty of the family
- search for employment
- rising materialism
- family conflicts or broken home
- natural disaster, climate change impact, or war
- illiteracy/ignorance/lack of awareness among people
- lack of community support network
- discrimination on the basis of sex, gender identity, sexual orientation, religion, ethnicity, etc.
- gender inequality in education and training
- sex-selective migration policies.

Among the most common **pull** factors are:

- demand for cheap and exploitable labour
- easier and more accessible transportation and communication
- expanded informal economy and unregulated labour market
- increasing demand for younger and younger girls and boys in brothels
- low-risk and high-profit nature of trafficking
- weak legal enforcement and corruption among authorities.

6. Key actors in trafficking

Traffickers are generally not strangers to the victims. They are often someone the victims know well: friends, neighbours or even relatives and family members, new lover or husband/wife. They are often found among the following categories of people:

- factory owners, shop or business owners or labour recruiters
- bar/brothel owners
- returning migrant workers

- someone who promises a marriage or seeks your love but the information is unclear
- someone who promises a job abroad that will make you rich very quickly.
-

7. Techniques/tricks/means used by traffickers

- promising to provide good employment
- promising love and a new life
- promising a good marriage
- visiting relatives
- promising better/higher education
- promising good food/nice jewels etc.
- threat
- abduction
- drugging.
-

8. How child trafficking works⁴

Child trafficking typically begins with recruitment. It begins when a child is recruited by someone or, in some cases, approaches a recruiter to find out about how to move to find work or in the hope of being able to leave the place where they are for opportunities elsewhere. Recruiters may be the person who actually employs the child, or an intermediary, part of a chain of people involved in the trafficking. **Recruitment** happens in many different ways, for example:

- Children may be **under pressure from their families to find work to help support the family**, and there may not be work available locally. Sometimes, the family will seek the help of someone who they know can arrange work for children, or the family will be approached by someone who knows that they are in a difficult situation. These recruiters could be someone in the community who recruits vulnerable children for others, an adult or an older child who just returned from being trafficked and wants to earn income from encouraging another child to follow the same path.
- Children may be **approached by someone from their own community**, or the same ethnic group, who offers an introduction into a similar ethnic grouping in another place or country. Girls, especially, are at risk of being lured by men who show an interest in them and promise them love, a good job, or even marriage.
- Occasionally a child of working age may **decide to leave home and move away to find work or a better life** and will approach someone s/he knows can arrange transport and who promises help with finding a job at the destination. Even if a child initiates the move her/himself, this is still a case of trafficking if the child is exploited by a third person at any time during the move or at the destination point.
- Very young children may be **trafficked alongside their parents and siblings**, as the whole family is recruited and promised opportunities elsewhere. Sometimes family members are

⁴ Ibid, Section 1.4 How child trafficking works, pp. 27-30.

split up before they arrive at the promised destination. For example, it is not uncommon that women trafficked to be exploited in begging on the streets to be given someone's child to use in begging.

- Sometimes men, women and children are **kidnapped or abducted into trafficking**. Instances of kidnappings and abductions of children often involve them being taken in border zones or in conflict areas to work as **child soldiers or other work with armed militias**. However, overall kidnapping and abduction for trafficking are much rarer than people commonly think. In fact, trafficking most often happens because of disturbed migration patterns, especially labour migration, with traffickers moving in to exploit the situation and make money from people's vulnerability, aspirations and sometimes desperation
- In some very specific cases **baby trafficking** happens within a country or across borders. Babies may be acquired through agents who buy them from individuals or families who do not want them or cannot support them, or in some cases they may be 'produced on order' from adolescents or young women who see this as a way to earn enough money to survive. Sometimes the intermediary in the transaction is an individual; in some cases sham adoption agencies are involved.

Child trafficking involves movement. Generally internal trafficking will be done using various forms of land transport – train, truck, taxi, bus or private car – and sometimes people are also taken on foot. Where national borders are relatively open, people may move by road or on foot across the border using routes that have been known to local people for many years. These may be relatively easy crossings but they may also involve hazardous and tortuous routes through deserts and mountains, or across a river. Air routes are also used to move people for trafficking, although not in large numbers. Children's vulnerability increases as they move further away from the safety nets of their own communities, especially if they do not speak the language of the place they are moved through or to.

The purpose of child trafficking is to profit from their exploitation. Children who have been trafficked are by definition exploited when they arrive at their destination. This exploitation can take many forms, depending on the sex of the child, their age, the nature of the labour market into which they have been trafficked, and the level of their skills, as well as their vulnerability.

9. Trafficking and labour exploitation

Women and children are often reported to be trafficked into commercial sexual exploitation. However, trafficked women and children do not always end up in prostitution. Women and children are trafficked, along with men, for labour exploitation in a wide range of economic sectors, including:

- agricultural work in farms or plantations
- mining
- construction
- fishery
- factories of various kinds
- work in hospitality sectors such as in resorts and hotels
- work in small trade in the informal economy such as in restaurants and markets.

In addition, trafficked women and children often also find themselves in:

- domestic work
- entertainment outlets such as bars and clubs, or in pornography
- street-based activities such as hawking and organized begging
- work in massage parlours and karaoke bars
- forced marriage.

10. The trafficking situation in Mongolia⁵

Mongolia is primarily a source and transit country for human trafficking. According to the 2019 Trafficking in Persons Report by the US Department of State, over the past five years human traffickers have exploited both domestic and foreign victims in Mongolia. While many Mongolian victims are trafficked to Ulaanbaatar and other city centers, many also trafficked abroad for labour and sexual exploitation to different parts of the world. Mongolia is also used as a transit point where foreign individuals are trafficked to Russia and China.

Trafficking for labour and sexual exploitation overseas and in Mongolia. Mongolian trafficking victims include men, women and children, who are subject to forced labour in neighbouring China, Kazakhstan and Russia as well as in Norway, Sweden and Turkey. Some become victims of sex trafficking in Belgium and Germany, United States, Japan and many other East and Southeast Asian destinations. Mongolia's growing mining industry has also created conditions for trafficking for labour exploitation of Mongolian truckers, sex trafficking of women and girls along the truck routes, and a higher risk of child sex trafficking among the children left at home unattended by parents working extended shifts in mining towns. Child forced labour also occurs in connection with artisanal mining.

Most sex trafficking of Mongolian victims from rural and poor economic areas occurs in Ulaanbaatar, provincial centers, and border areas. Domestic violence is found to be a push factor that drove many Mongolian victims to seek and accept unsafe job opportunities away from home, leaving them vulnerable to traffickers. In Mongolia, women and girls are trafficked to work in massage parlors, illegal brothels, hotels, bars and karaoke clubs. Transgender women are reportedly at higher risk of sex trafficking due to pervasive social stigma barring them from employment in the formal sector. Child sex tourism is also believed to be on the rise in Mongolia.

Trafficking around the mining industry. The growing mining industry in southern Mongolia has drawn both internal and international migrants, intensifying trafficking vulnerabilities, especially along the China-Mongolia border. Truck drivers transporting coal across the Chinese border in Omnogovi Province are often more vulnerable to trafficking and labour exploitation. They often have to work long hours without sleep, have their passports confiscated by employers as collateral for their trucks, and are subject to unreasonable waiting time at the border and undue wage deductions. On the other hand, women and girls are trafficked to work at border crossing truck lines, along the coal transport roads to the Chinese border, at nightlight establishments in mining towns and across the border in Inner Mongolia.

Child trafficking. Besides child sex trafficking, children in Mongolia are also at risk of being trafficked and forced to beg, steal, or work in horse racing, herding, animal husbandry, scavenging in garbage dumpsites and construction. Some families are complicit in subjecting their children to trafficking and labour exploitation. Parents may sign contractual agreements

⁵ US Department of State, 2019 Trafficking in Persons Report: Mongolia. <https://mn.usembassy.gov/our-relationship/official-reports/2019-trafficking-persons-report/> (accessed 25 October 2019).

to allow their children to work as horse jockeys or circus performers. Mongolian girls have been found working as contortionists in Mongolia and Turkey and to a lesser extent in Hong Kong and Singapore. Mongolian boys are at a high risk of forced labour and sex trafficking under visa regimes that enable them to work indefinitely as horse jockeys and circus performers across the Chinese border, provided they return with a chaperone every six months.

Foreign trafficking and forced labour victims in Mongolia. North Korean and Chinese workers employed in Mongolia are vulnerable to trafficking as contract workers in construction, manufacturing, agriculture, forestry, fishing, hunting, wholesale and retail trade, automobile maintenance, and mining. Some experience contract switching when they enter Mongolia, making them especially vulnerable to coercion due to resultant immigration violations. North Korean workers in Mongolia reportedly do not have freedom of movement or choice of employment and their wages are paid directly to the North Korean government. Companies allow them to retain only a small portion of their wages while subjecting them to harsh working and living conditions. Some Russian and Ukrainian women entering Mongolia through Chinese border crossings for short visits under visa-free regimes have also been suspected by officials to be sex trafficking victims.

Trafficking trends. Girls and women are trafficked into domestic service, commercial sex and commercial brokered marriages with men in China and Korea. Chinese companies are increasingly hiring Mongolian men and boys to work at agricultural operations for compensation far below minimum wage and under ambiguous immigration status. Some Chinese micro-lending institutions also reportedly retain Mongolians' passports as a form of collateral, leaving them vulnerable to immigration status-related coercion. Traffickers sometimes use drugs, fraudulent social networking, online job opportunities, or English language programs to lure Mongolian victims into sex trafficking.

Mongolia's anti-trafficking efforts. The 2019 Trafficking in Persons Report put Mongolia in Tier 2, meaning the Government of Mongolia does not fully meet the minimum standards for the elimination of trafficking but is making significant efforts to do so. The government demonstrated increasing efforts in: funding for victim service provision; significantly increasing identification of victims and assistance for repatriation; securing several convictions under new provisions of the amended criminal code; and initiating a new law enforcement campaign to curb fraudulent recruitment via social media. The areas where the government is deemed not to meet the minimum standards include: authorities did not reopen any of the trafficking prosecutions discontinued without proper recourse in 2017 following enactment of the new criminal code, and some law enforcement officials reportedly continued to penalize victims for crimes committed as a result of their having been subjected to trafficking.

11. Anti-trafficking legal mechanisms in Mongolia⁶

Mongolia became a party to the Palermo Protocol in 2008. It is also a party to the Convention on Preventing and Combating Trafficking in Women and Children for Prostitution negotiated by the South Asian Association for Regional Co-operation (SAARC).

Mongolia's main anti-trafficking legal mechanisms include:

- Criminal Code (2007 amendments)
 - Article 13.1 criminalizes sex trafficking and labour trafficking with stringent penalties: 2-8 years imprisonment for offenses involve adult victims and 5-12 years for offenses involve child victims

⁶ Ibid.

- Article 12.3 criminalizes sexual exploitation offenses, including some forms of sex trafficking: 2-8 years imprisonment for offenses involving individuals older than 14 years and 12-20 years for offenses involving children under the age of 14.
- Law on Combatting Human Trafficking (2012)
- Law on Victim and Witness Protection (2014)
- National Anti-Trafficking Program (2017-2021)
- Law on Sending Labour Force Abroad and Receiving Labour Force and Specialists from Abroad (2001)
- Bilateral Memorandum of Co-operation with China and Macau on combating trafficking in human beings (2010).

However, existing legal mechanisms has not been used effectively to prosecute traffickers and protect trafficking victims. Law enforcement officials in Mongolia are still unfamiliar with trafficking-specific provisions in the Criminal Code. Many government officials still have the misconception that traffickers only exploit women and girls and have rarely used Articles 13.1 or Article 12.3 to prosecute cases where traffickers targeted male victims, and instead used provisions with less stringent penalties. Rural prosecutors' offices noted an acute need for additional training, resources, and dedicated personnel to properly handle trafficking cases.

The Mongolian government has increased efforts to protect victims, although victim protection services are mainly provided by NGOs. Two shelters run by the non-governmental Mongolian Gender Equality Center (GEC), only one of which is accessible to male victims, are the main victim service providers in the country. GEC has recently received funding from the government to expand their work.

Some provisions of existing laws are barriers to effective protection of victims. For example, Article 8.1 of the criminal procedural code includes language that reportedly denied trafficking victims' access to protective services until prosecutors had initiated cases against their alleged traffickers, thereby obstructing access to protective services for some victims. Amendments to the Law on Victim and Witness Protection are being drafted to address this problem.

Additionally, Article 15 of the Law on Combatting Human Trafficking stipulates that victims are entitled to compensation for damages but officials and non-government observers agreed that inconsistencies between the Criminal Code and the Civil Code make this provision impossible to fully implement.

Assistance services to victims of trafficking are also inadequate. The Ministry of Foreign Affairs (MFA) Consular Department maintains a fund to assist Mongolian nationals trafficked abroad but the fund is only available in cases involving organized crime syndicates or cases of "grave harm". Thus far, there are no records of foreign trafficking victims in Mongolia have not received services from the government or NGOs.

12. What can you do to have safe migration?

See the Briefing Note: Safe Migration in Exercise 10.1.4, which provides tips for potential migrants to avoid becoming victims of trafficking.

Exercise 10.1.4 My Journey and the Magic Key



Objectives

- To develop problem-solving skills in dealing with various situations in migration
- To learn how to prepare for safe migration



Target Group

Youth and adults in sending and receiving communities of migrants



Duration

Part 1 – 90-120 minutes

Part 2 – 60-90 minutes



Seating Arrangements

Group seating on the floor or around the tables with an open space to walk around



Materials

Materials for My Journey and the Magic Key Game as listed in Training Aid A



Training Aid

10.1.4 A: My Journey and the Magic Key Game: Trainer's Preparation

10.1.4 B: My Journey and the Magic Key Game: Assets

10.1.4 C: My Journey and the Magic Key Game: Asset Coupons

10.1.4 D: My Journey and the Magic Key Game: Board

10.1.4 E: My Journey and the Magic Key Game: Rules

10.1.4 F: My Journey and the Magic Key Game: Situation Cards

10.1.4 G: My Journey and the Magic Key Game: Question Cards

10.1.4 H: Group Work Guidelines: How to Have Safe Migration

Briefing Note: Safe Migration

Briefing Note: Basic Facts about Trafficking (Ex. 10.1.3)



Session Plan Steps

Part 1: My Journey and the Magic Key Game

1. Introduction and set up – 10 minutes
2. Play the game – 50-80 minutes

3. Discuss the game and draw lessons learned – 30 minutes

Part 2: How to Have Safe Migration

4. Risks at different stages of migration – 20-30 minutes
5. Group work – 20-30 minutes
6. Summarize key points for safe migration – 20-30 minutes

Part 1 – My Journey and the Magic Key Game

Preparation

1. Read the trainers' preparation and game rules (Training Aids 10.1.4 A and E respectively).
2. Prepare the assets and asset coupons for participants (Training Aids 10.1.4 B and C).
3. Depending on the literacy level of participants and the number of trainers and rooms or spaces available in the training, decide on the appropriate playing style (board game style or situation card style). Then divide the number of playing groups and the room arrangements as appropriate (see Training Aid 10.1.4 A).
4. Whenever possible, assign the roles of the Asset Banker and the Question Card Reader to the trainers. If there are not enough trainers and the target group has high literacy, participants may be assigned the roles.

Step 1 Introduction and set up – 10 minutes

Briefly introduce My Journey and the Magic Game to participants. Explain that in this game they will play the role of migrants. They will experience many situations in a journey to a big city or another country. They will be asked to make a decision at each step of the journey. Each person will be given a set of assets to take on the journey.

Explain in the large group how to use the assets and the Magic Key in the game and how to play the game (see Training Aid 10.1.4 E).

Divide participants into playing groups as planned. If the roles of the Asset Banker and the Question Card Reader are assigned to participants, the trainers need to make sure they know what they are supposed to do in the game, as follows:

- 1) The **Asset Banker** is in charge of the assets in the game and has the duty to:
 - Distribute assets to the players (or playing teams) as indicated in their asset coupon in the beginning of the game.
 - Take the assets from players as they are spent or give the assets to them as they are earned during the game.
- 2) The **Question Card Reader** will read the question and the 3 answer choices for each player/playing team as each particular question card is called by the player during the game.



Tip for Trainers

*If you have enough trainers for each playing group, it is a good idea to explain the rules of the game in the small group. You may be able to save time by explaining the roles of the Asset Banker and the Question Card Reader to the assigned participants in advance. Whichever way you decide to explain the rules of the game, **do not** give out the game materials until the participants understand how to play the game.*

Step 2 Play the game – 50-80 minutes

Distribute the game sets and game materials (Training Aids 10.1.4 B-G) as appropriate to all groups. The game materials need to be all prepared in advance and ready for use, for example, the assets and asset coupons are cut into individual pieces according to the number of players. (For more information on how to prepare the assets, see Training Aid 10.1.4 A.)

In each group, give all the assets to the Asset Banker and the list of question cards to the Question Card Reader. Each player or a representative of the playing team draws an asset coupon and take it to the Asset Banker to exchange for assets as indicated in the coupon. The players decide on the order of the players (who will go first, second, third, and so on.) by drawing straws or numbers or rolling the dice. Make sure all players understand the rules of the game and begin playing.

Stop playing the game when at least one person in all playing groups has reached the end of the game. If there is enough time, the game can continue to allow more players to reach the end.

Step 3 Discuss the game and draw lessons learned – 30 minutes

Discuss the game with participants by asking them to tell their individual migration stories. Use the following questions to guide the discussion:

- What situations did you encounter on your journey?
- How did you deal with the situations?
- Why did you make that choice instead of other choices?
- What situations did you enjoy dealing with? Why?
- What situations were the most difficult for you? Why?
- For what kind of situation did you decide to use the Magic Key? Why?
- In the situations in which you used the Magic Key, what do you think would happen if these would be real-life situations? Why?
- If you had a chance to make the journey again, what would you do differently the next time? Why?

In the process of discussing the experiences of the players in the game, try to probe different players who faced similar situations but chose different options. Encourage participants to share how they reacted to the same situations differently and why, and how different response choices led to different directions of their journey.

Summarize the discussion about the game by asking participants to point out lessons they learned from playing the game. Main lessons include:

- Migration can present a good opportunity in life as well as take one on a dangerous journey.

- Migrants can expect both good and bad things to happen. Sometimes bad things can happen that are beyond their control. In this case migrants need to know how to get help.
- There are different ways to deal with a situation and different actions may lead to different consequences.
- Some decisions may be easy and give a good immediate result but lead to a negative long-term situation and vice versa.
- When migration is legal (the migrants have proper documents), most problems can be prevented by informed preparation and realistic expectations.

Brainstorm with participants about how to prepare for safe migration. Conclude the exercise by summarizing the key things to do for safe migration, as follows:

- Get the right documents, as required for travel and working at the destination.
- Try to get as much information as possible about the job and place you are going to.
- Take the job offer only from reliable and legal sources. Beware that your friends, relatives and neighbors may not always know the best sources of employment or in some cases may not even be trustworthy.
- Always have enough pocket money before leaving, enough to buy a ticket home, if something were to happen.
- Have correct addresses and phone numbers of key contacts before you leave, and arrange in advance if possible for somebody to pick you up upon arrival.
- Do not trust any strangers at any time.
- Do not sign any paper if you do not understand it or are not sure what you are signing and never put your signature on a blank sheet of paper.
- Keep all your own identity cards and the original of important documents by yourself. Do not allow others to 'safe-keep' them for you. Make copies of these documents to provide to people who ask for them.
- Know your rights as a human being and as a worker.
- Ask for help when needed, from friends or family, police, and governmental or non-governmental organizations as appropriate.



Tip for Trainers

If there is a time limitation, finish the exercise with the conclusion of Step 2. Otherwise, continue with Step 3, which allows participants to discuss in more details in group work on how to prepare for safe migration.

Part 2 – How to Have Safe Migration

Step 4 Risks at different stages of migration – 20-30 minutes

In plenary discuss more generally the possible risks at each stage of migration, referring to the 'My Journey and the Magic Key' game and the real-life situations in participants' community. Use the Briefing Note: Risks of Migration from Exercise 10.1.2 as reference and distribute it as a handout to participants if appropriate.

Explain the different stages in migration and discuss the key issues:

- 1) **Pre-departure** (e.g., gathering information, recruitment, dealing with employment agents, getting proper documents, pre-departure training)
- 2) **Departure and journey** (e.g., costs and safety of travel, harassment and abuses, smuggling, illegal transportation and trafficking)
- 3) **Migration abroad** (e.g., choosing employment agencies, getting proper documentation, contract violation, confiscation of passport or important documents by employers or agents, smuggling or trafficking to a further destination)
- 4) **At the destination** (e.g., looking for employment, living and working conditions, unemployment, discrimination, remittances, and saving)
- 5) **Returning home** (e.g., return travel, savings and investment, readjustment to family and community)

Step 5 Group work – 20-30 minutes

Divide participants into 5 mixed groups of 6-7 people. Tell them to imagine that they are working in an Advisory Council (or similar organization) in their own district or village and they have been assigned to write a simple, easy-to-understand leaflet or poster or make a radio programme on 'How to have safe migration' for people in their district or village. Each group will work on a different stage in migration. Ask group 1 to work on stage 1, group 2 to work on stage 2 and so on.

Distribute the group work guidelines (Training Aid 10.1.4 H), flipchart paper and markers, and the Briefing Note: Safe Migration as reference for group discussion if appropriate. Each group will discuss and prepare a group note with 5-7 points of advice for their respective stage of migration. Give the participants up to 30 minutes to work on their assignment.

Step 6 Summarize key points for safe migration – 20-30 minutes

Ask all groups to post their group note side by side and in order from stage 1 to stage 5 on the boards or on the wall. Spend about 15 minutes going through all 5 notes (about 3 minutes per stage). This can be done by either having a group representative read the 5-7 points of advice from each group or going through them together in plenary. Invite a round of comments on the advice at each stage. After this round of comments, ask participants to choose the 10 most important points of advice to be put on posters or included in a radio programme for the people in their community. This can be done by asking each of the five groups to select the 10 most important points. Look for commonalities in the selected points and then ask for further nominations until all agree with the 10 points.

Conclude the exercise by summarizing the 10 key messages given. Make sure to cover the conclusion points in Step 3. Also, for the later stages in migration, stress the need for:

- saving and making wise investment choices
- caution against fraudulent schemes targeting returnees
- re-trafficking after returning home and finding no viable options for livelihood.



TRAINING AID 10.1.4 A: My journey and the magic key game: trainer's preparation

TRAINER'S PREPARATION FOR THE GAME

1. About the game

'My Journey and the Magic Key' is a game designed for migrants in source and destination communities. It will take players on a journey in search for work outside of their hometown to a big city or even abroad. There are 40 different situations in the journey, from leaving home to the final destination. In each situation that the players will face during their journey, they must respond by choosing an answer from the three choices given. Every choice will have different consequences. The aims of the game are to give the players an opportunity to practice managing risks in migration and to encourage them to develop a critical and proactive attitude towards migration. The game is ideally played in a group of 4-6 people (not including the Asset Banker and the Question Card Reader).

2. Materials for the game:

- Game Rules (Training Aid 10.1.4 E), one copy for each group
- Assets (Training Aid 10.1.4 B), one set for each participant
- Asset Coupons (Training Aid 10.1.4 C), one coupon for each player or playing team
- My Journey and the Magic Key Game Board (Training Aid 10.1.4 D) or 40 separate Situation Cards in A-3 size (Training Aid 10.1.4 F), one set for each group
- 39 Question Cards (Training Aid 10.1.4 G), one set for each group
- Coloured buttons, cartoon figures or other substitutes to represent individual players, one for each player (if playing in board game style)
- A box, a bag or a hat (for drawing asset coupons)

3. Assets and the Magic Key

There are 12 basic assets and the Magic Key to take on the journey in each game. No players will have all 12 assets. Each player will draw an asset coupon. The assets on the coupons vary. Some will have more and others less, as is the case in real life.

PREPARING THE ASSETS AND ASSET COUPONS – The trainers need to prepare the assets and the asset coupons in advance of the session. Guidance for preparation is given below.

3.1) How much assets and asset coupons to prepare for each game?

The quantity of assets and asset coupons for each game depends on the number of players (maximum 6 players or playing groups recommended for each group).

- Prepare as many assets and asset coupons as there are players.
- Each player gets one asset coupon (see Training Aid **10.1.4 C**). The asset coupon states which and how many types of assets a player will get.
- Assets to be prepared for each player in a game include the following (see Training Aid **10.1.4 B**):

- | | |
|---|--|
| 1. Money – at least 100 points per player | 7. Visa |
| 2. House | 8. Work permit |
| 3. Land | 9. Scholarship for job skills training |
| 4. ID card | 10. Phone number of the Labour Office |
| 5. Driver's license | 11. Phone number of NGO for migrants |
| 6. Passport | 12. Phone number of a friend or relative– 2 per player |

- The trainers may change the amount and types of assets to suit the local situation but at the minimum each player must be given some money (between 5 to 30 points) and one Magic Key.
- At the beginning of the game, the assets are stored in the 'Asset Bank'. The players will go to the 'Asset Banker' to exchange for assets with their asset coupons. The Asset Banker will give each player a set of assets that are on his/her asset coupon.
- The players will spend and earn assets while playing the game. All the assets that they spend during the game (for example, to pay for a bus ride or a job application) will be returned to the Asset Bank.

3.2) What is the Magic Key and what does it do?⁷

The Magic Key is a special and powerful asset. During the journey the player may face an extremely dangerous situation from which s/he desperately needs to escape or a serious problem which s/he can only solve by using the magical power of the Key. The Magic Key allows the player to open a 'Window of Time' to do either one of the following:

- Escape from extreme danger in the present situation to a neutral zone (All Magic Key escapes fall to Situation 8, which is being unemployed and looking for a new job).
- Travel to another time and space to get the asset required but which the player does not have for the preferred choice.

Although the Magic Key is very powerful but can be used only once, so it should be used with great consideration.

4. Setting up the room for the game

Two options of room arrangements are possible for two playing styles:

- **Option 1: Group Seating in Board Game Style** – This option is possible if there are enough trainers (one for each group), or if the target group has high literacy. Trainers need to prepare enough game boards for the number of participants. Players in each group (6 maximum) sit in a circle around a table or on the floor, playing the game in the board game style. The Asset Banker and the Question Card Reader may sit together in the circle if there is enough room, otherwise they can sit close by. A copy of the game board is provided in Training Aid 10.1.4 D. Make one copy of the game board for each playing group. The game board in A-2 (double A-3) size (or as included in the Kit) is ideal.

Board Game Style

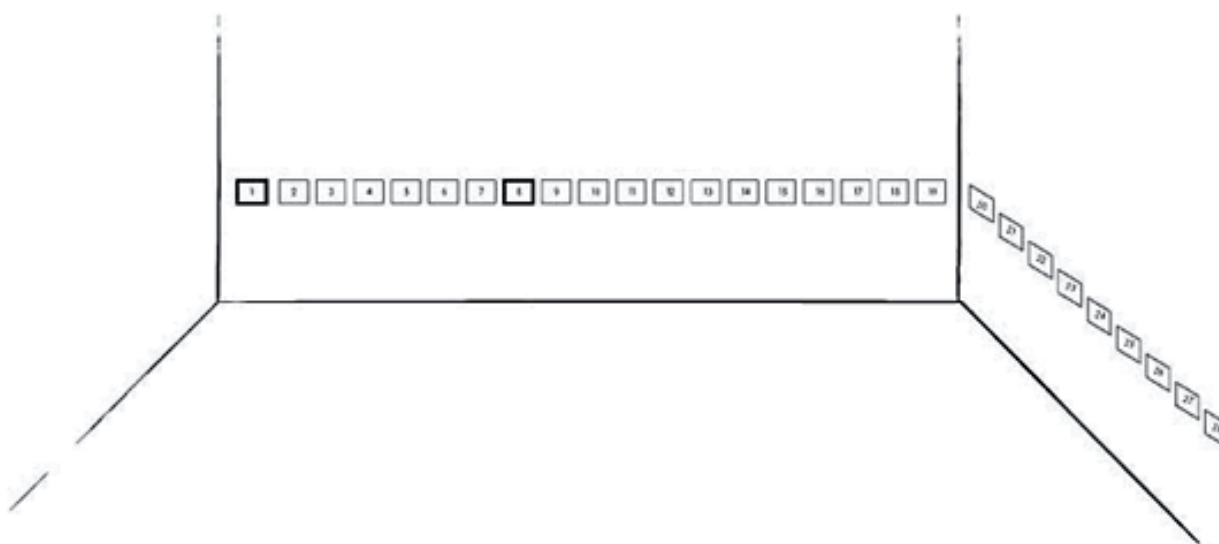


⁷ The Magic Key idea is inspired by a Philip Pullman's youth fantasy novel *The Subtle Knife* in *His Dark Materials Trilogy* (Random House, 1997).

- Option 2: Situation Card Style** – This option uses situation cards instead of the game board. A lot of wall space is needed for this set-up. The trainers need to prepare the 40 situation cards (at least in A-4 size but better in A-3 size, or as provided in the Kit). This style of playing is recommended if there are not enough trainers for several small groups and/or participants have low literacy. In this case the trainers will have to play the roles of the Asset Bankers and the Question Card Reader. If there are more than 8 players, the participants should be paired up or grouped into only 4-5 playing teams. For example, if you have 15 participants, group them into 5 playing teams. In other words, 3 persons will play as one player and will make decisions together as a team in the game. Have each team give a name to their migrant.

To set up the room, line up the situation cards in sequence on a horizontal line along the wall, one set for each group. It is important not to have more than 5 playing teams in this set up, otherwise the game will take too long and the players will wait for too long for their turn.

Situation Card Style

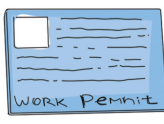




Training Aid 10.1.4 B: My Journey and the Magic Key Game: Assets

Guidelines: Prepare the set of assets provided below, one set for each player. Cut along the dotted lines to have the individual pieces of assets. All assets will initially be kept in the Asset Bank and given to each player according to what is listed on his/her asset coupon.



 1 MNT	 1 MNT	 1 MNT	 1 MNT
 1 MNT	 1 MNT	 1 MNT	 1 MNT
 1 MNT	 1 MNT	 5 MNT	 5 MNT
 5 MNT	 5 MNT	 10 MNT	 10 MNT
 10 MNT	 10 MNT	 10 MNT	 20 MNT
 HOUSE	 LAND	 ID CARD	 DRIVERS LICENSE
 PASSPORT	 VISA	 Work Permit	 Job Training Scholarship
 Phone Number of Labour Office	 Phone Number of NGO	 Phone Number of Friend	 Phone Number of Relative
 MAGIC KEY			



Training Aid 10.1.4 C: My Journey and the Magic Key Game: Asset Coupons

Guidelines: The asset coupons provided below are for a game with 6 players. Make enough photocopies of the coupons for all players and cut along the dotted lines to have individual coupons. Before playing the game, the players will draw one coupon and take their coupon to the Asset Banker to exchange for the assets as listed on the coupon.

Coupon 1 - money (5 MNT) - 1 plot of land - 1 phone number of friend - 1 phone number of relative - 1 Magic Key	Coupon 2 - money (10 MNT) - 1 ID card - 1 phone number of friend - 1 phone number of NGO - 1 job training scholarship - 1 Magic Key
Coupon 3 - money (15 MNT) - 1 ID card - 1 phone number of Labour Office - 1 phone number of NGO - 1 Magic Key	Coupon 4 - money (20 MNT) - 1 house - 1 phone number of relative - 1 phone number of friend - 1 driver's license - 1 work permit - 1 Magic Key
Coupon 5 - money (25 MNT) - 1 plot of land - 1 phone number of relative - 1 passport - 1 visa - 1 work permit - 1 Magic Key	Coupon 6 - money (30 MNT) - 1 phone number of friend - 1 phone number of Labour Office - 1 phone number of NGO - 1 passport - 1 Magic Key

Training Aid 10.1.4 D: My Journey and the Magic Key Game: Board

GUIDELINES: The game board is available separately in the Kit. Use one game board per maximum six players.

The Journey and the Magic Key





Training Aid 10.1.4 E: My Journey and the Magic Key Game: Rules

How to Play My Journey and the Magic Key Game

Before playing the game:

1. The trainer introduces the game briefly. Explain the ideas of the assets and the Magic Key and how they are used in the game. Explain the rules of the game.
2. Assign the roles of the 'Asset Banker' and the 'Question Card Reader' to the trainers or participants as appropriate. The Asset Banker will be in charge of keeping the 'Asset Bank': giving out the assets to individual players and taking the assets back from them as indicated in the given situations. The Question Card Dealer reads aloud the question and the 3 answer choices as each particular question card is called by a player. The Asset Banker and the Question Card Reader do not play the game.
3. The rest of the participants will be the players in the game (for optimal playing, no more than 6 players in the board game style and no more than 5 playing teams in the situation card style).
4. Each player draws one asset coupon and takes it to exchange for the assets from the Asset Banker.
5. Decides the order of the players: who starts first, second and third and so on in each game. This can be done by drawing straws or numbers or rolling the dice.

Playing the game:

1. All players/playing teams start in Situation 0 (living at home and thinking of job opportunities in the city or abroad). In the board game style, each player puts his/her playing fiche in the Situation 0 box. In the situation card style, all players stand by the Situation 0 picture card.
2. The player who is first in the order moves to Situation 1. Call for Question Card No. 1 from the Question Card Reader.
3. The Question Card Reader reads aloud the question and the 3 answer choices on the card for the player, indicating which asset is required (if any) for each choice but not yet telling where s/he will go in the next move.
4. The player then chooses one of the three choices given: a), b) or c). Once the choice has been made by the player the Question Card Reader tells him/her where to go in the next move.
5. In choosing an answer, the player must have the asset required. Assets are spent and earned as in real life, for example, if the choice requires 3 points for a bus fare, the player will give 3 points to the Asset Banker, but if a ID card is required, s/he needs to only show it and keeps it for future use. For the answer choices that do not require any assets, the player may choose an answer choice freely (without having to give any asset). For some answer choices (and some situations), the player may 'earn' an asset, for example (earn 20 pts) or (job training scholarship). In such cases, the player goes to the Asset Banker to get it.
6. If a player wants to select a choice for which s/he does not have the required asset, the player may use the Magic Key to travel to another world to get the required asset (exactly as

required and not more). The player gives the Magic Key to the Asset Banker and takes the needed asset to solve the situation as normal.

7. The player may also use the Magic Key to escape from a dangerous situation. In this case, the player will be taken to the neutral zone, which is Situation 8 (unemployed and looking for a job), no matter where s/he is in the game. Once the Magic Key is used, the player needs to return it to the Asset Banker.
8. Once the player has chosen an answer, the player moves to a new situation as indicated by the choice. Then, the next player takes turn and calls out for his/her question card. (In the first move, every player calls for Question Card No. 1, but thereafter the players call for the question card number for the situation where they are staying.)
9. The goal of each player is to creatively deal with the situations to reach a positive end to the journey. The game allows for a number of good and bad possible ends for each player's journey. When a player sees the word "END" attached to his/her choice, his/her journey is over. –

Rules for using assets and the Magic Key

How to use the assets?

Use your assets in the game **as in real life**. Some assets are exhaustible such as money and scholarship for job skills training, whereas most other assets can be used more than once.

When and how to use the Magic Key?

Each player can use the Magic Key **only once** in the entire journey to:

- Escape from extreme danger in the present situation to a neutral zone (All Magic Key escapes fall to Situation 8, which is being unemployed and looking for a new job).
- Get the asset required (exactly and not more) and move on to the next situation as indicated in the choice taken.

Once a Magic Key is used, its power is used up. The player returns it to the Asset Bank.

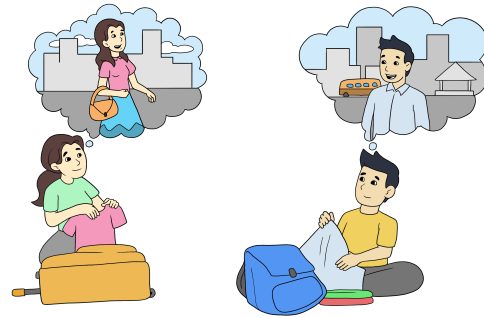


Training Aid 10.1.4 F: My Journey and the Magic Key Game: Situation Cards

Guidelines: The training aid provides the reference list of 40 situation cards in the game.



Situation 0: You are at home. There are very few jobs and things to do in your community. You dream of better opportunities in a big city.



Situation 1: You have decided to go to a big city to look for work.



Situation 2: Choose how to travel to the city.



Situation 3: A policeman gets on your bus to check passengers' identification.



Situation 4: You have arrived at the bus station in the city and have been waiting for your friend/relative for over 2 hours. A stranger approaches and offers to take you to a job.



Situation 5: You have been taken to a factory. The job broker who took you demands 10 points as finder's fee and transportation and 2 months worth of salary from the employer.



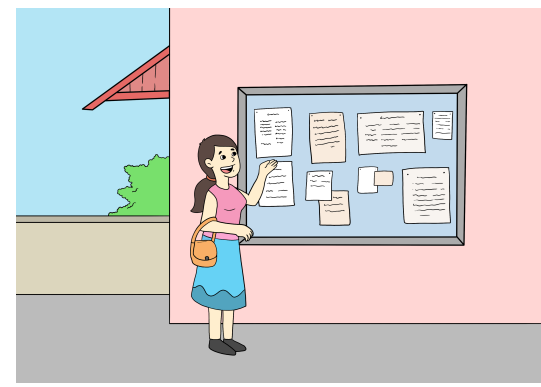
Situation 6: The neighbour dropped you in the city. You find out that the expected job is no longer available.



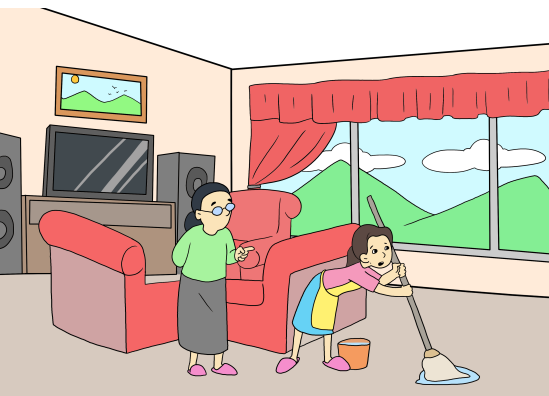
Situation 7: You have been waiting for 5 hours at the bus station and it is very late at night. Still no one has come to pick you up.



Situation 8: Unemployed, you are looking for a job. You have little money left.



Situation 9: You have got a few job leads.



Situation 10: You have been hired as a maid for a rich family. The job is not too bad, the pay is okay but you have to work 7 days a week. You are not allowed to go outside of the employer's residence.



Situation 11: You came to apply for one of the jobs available at a new hotel. For all positions you are required to show an identification document.



Situation 12: One day on the way to work, you see a woman hit by a car which sped away. No one helps her and your boss hates workers coming late to work.



Situation 13: The employer says the 2 months salary given to the broker is considered a loan that you will have to pay back by working for free for 2 months. He asks you to sign your name on two pieces of papers: the employment contract requiring you to work for him until you pay off the loan and the loan agreement. As a guarantee, you must give him your ID card.



Situation 14: At an employment agency for jobs abroad, you see 3 job vacancies: (1) waitress, (2) construction, and (3) farming. The agency says many people have applied and tomorrow is the last day to apply. The application fee is 10 points.



Situation 15: You have been trying to avoid the oldest son in the family who has been looking at you in a strange way that makes you uncomfortable. But one day when no one is home he overpowers you and forces you to have sex with him. He threatens to kill you if you tell anyone.



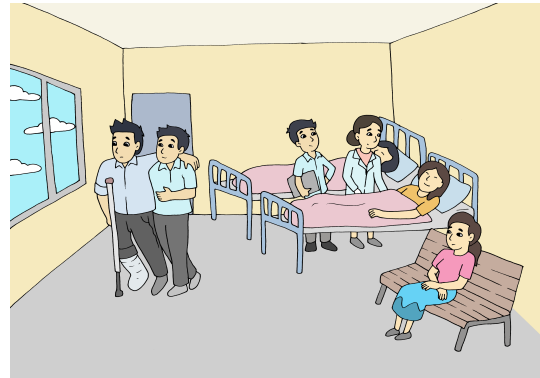
Situation 16: You finally found a job in a noodle-making factory. Work is not hard but boring. The pay is very low but there is overtime and you have Sundays off.



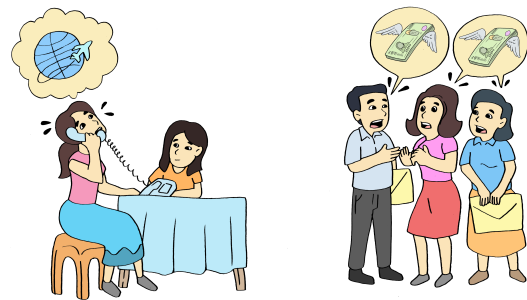
Situation 17: The broker and employer get very upset and threaten you with violence. Two strong men block the door to prevent you from leaving. Something bad will happen.



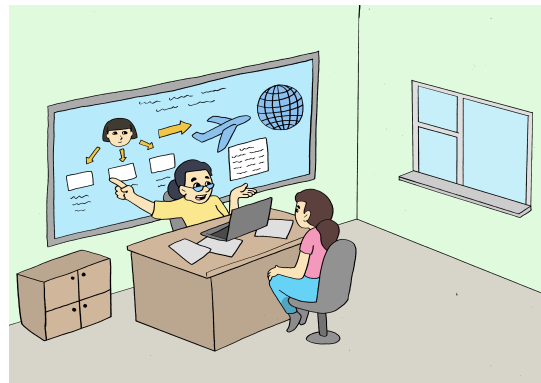
Situation 18: You have worked at the hotel for 2 years and your boss and co-workers like you. You have saved money (earn 30 pts). But one day a labour inspector comes to the hotel and finds out that you used a fake ID to apply for the job.



Situation 19: You have been rescued from a tough situation and are now staying in a safe place where you can stay for a week. You need to figure out what to do next.



Situation 20: After 2 weeks, you have not heard from the employment agency. You call and are told that all the positions have been filled. You ask around and find out that many people have also applied and none have heard from the agency.



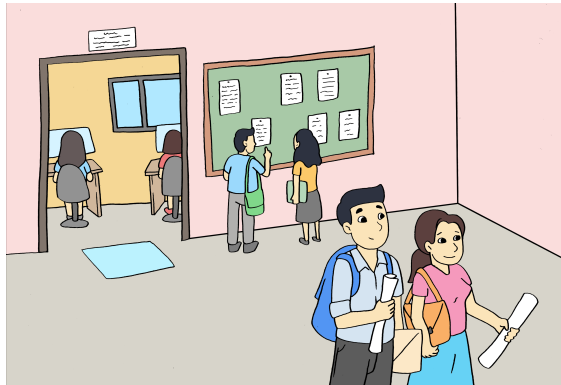
Situation 21: You find out from the Labour Office that the employment agency is being investigated for fraud. There are many steps in going to work abroad: taking skills tests and a medical exam, and applying for a passport, visa and work permit. Still, you want to go abroad.



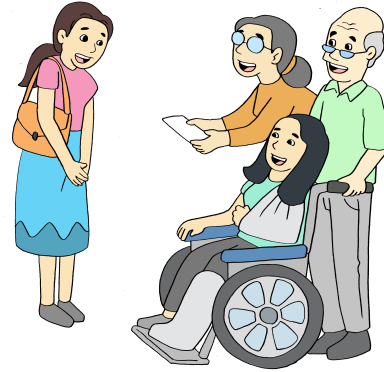
Situation 22: You have been working for 4 months and have not been paid. You ask the employer and he shows you the loan agreement, with your signature, showing a loan amount bigger than you thought.



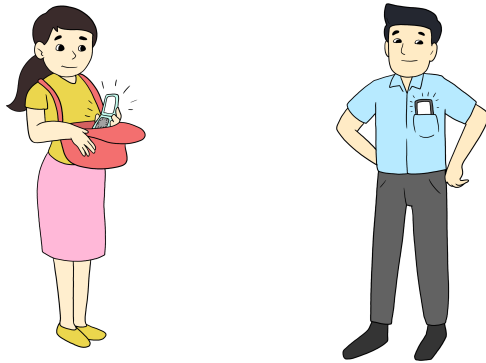
Situation 23: At the vocational skills training centre, you are choosing a training course.



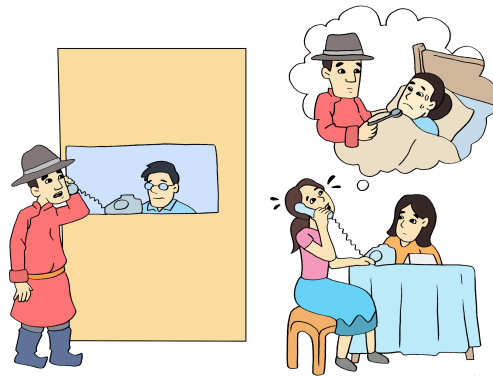
Situation 24: You are finishing the job training course in one month.



Situation 25: The family of the hit-and-run victim feels so grateful to you for saving their daughter that they offer you 30 points to show their gratitude.



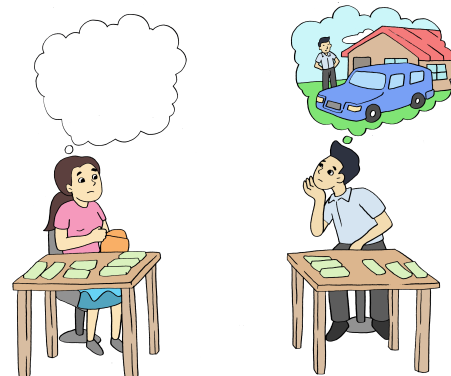
Situation 26: You now have a good amount of savings (earned 30 pts).



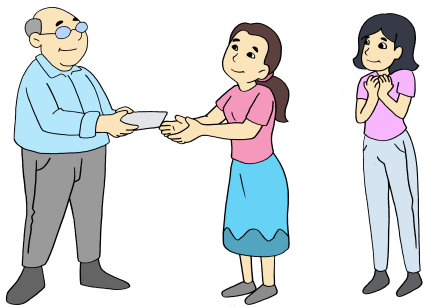
Situation 27: Your mother is very ill. She needs to go to the hospital but the family does not have enough money. You have very little savings left.



Situation 28: You have found several jobs that are interesting. You applied for several positions. You just had a few job interviews and are now receiving a call.



Situation 29: You have considered the costs and benefits of going to work overseas and are deciding whether it is a good idea to work abroad.



Situation 30: You received a small government grant through a job creation programme. A cousin has a friend who has a small fund and wants to be your partner in business.



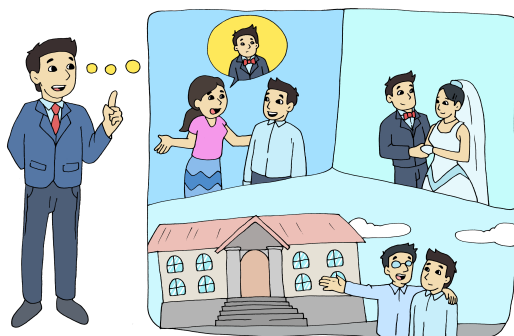
Situation 31: You have a serious sexually transmitted infection. There is no doubt that the son of the employer who raped you gave it to you. You are not sure what to do.



Situation 32: The family refuses to believe you and blames you for 'seducing' their son. The mother angrily fires you and refuses to give you this month's salary.



Situation 33: You have been advised to take legal action against your former employer.



Situation 34: You have been working at this hotel for over 2 years. You like the job. The boss likes you very much because you work very hard. One day, three wonderful things happen at once and you have to choose.



Situation 35: You finally decide how to finance your trip to go working abroad.



Situation 36: Your fashion boutique business is not doing so well. You are losing money although your shop is popular. You buy goods and your partner sells them at the shop. Your partner handles the bookkeeping. You do not have a good grip on the shop's finances.



Situation 37: One day your business partner just goes away and you find yourself heavily in debt. You later discover that all the transactions have been done in your name, so legally you are responsible for all the debts.



Situation 38: Your fashion boutique is doing well. Sales are steadily going up. You enjoy buying the goods for the shop and your partner enjoys selling the nice clothes. Neither you nor your partner likes book keeping, so you hired someone to do it. You and your partner plan a strategy to grow the business.



Situation 39: It has been 6 months since you have come to a foreign country to work.



Training aid 10.1.4 G: My journey and the magic key game: question cards

Guidelines: There are 39 question cards for Situations 1 to 39 respectively. Make photocopies and cut along the dotted lines to make separate cards. One set is required for each game.



Situation 1: You have decided to go to a big city to look for work. a) Tell your family of your decision. Call to ask friends and relatives who work in the city to find a job for you. Go to the city when they find you a job. (phone number of friend/relative) → 2 b) Pack up your belongings and go to the bus station. You will look for a friend in the city. You do not have his phone number but know where he works. → 4 c) You do not have any friends or relatives in the city but a job broker will take you to the city. → 5	Situation 2: Choose how to travel to the city. a) Go by bus. (pay 3 pts for bus ticket) → 3 b) Go with a neighbour who happens to be driving to the city. (pay 1 pt to help with petrol cost) → 6 c) Go with a person who offers to take you to the job in his car. → 5
Situation 3: A policeman gets on your bus to check passengers' identification. a) Show the ID card to the policeman. (ID card, driver's license or passport) → 4 b) You have no ID card. Escape from the policeman through the back door of the bus. → 2 c) You have no ID card. Use the Magic Key to go to another world where you have an ID card and bring it to show the policeman so you can continue your journey. (Magic Key) → 4	Situation 4: You have arrived at the bus station in the city and have been waiting for your friend/relative for over 2 hours. A stranger approaches and offers to take you to a job. a) If your friend/relative fails to pick you up, you will be left with no job. You can always find them later but this job opportunity may not be here forever. Go with the stranger. → 5 b) Tell the stranger you already have a job waiting for you and your relative is coming to pick you up. Wait for your friend/relative to show up. → 7 c) Call the friend/relative and ask them where they are. Ignore the stranger. (phone number of friend/relative) → 8
Situation 5: You have been taken to a factory. The job broker who took you demands 10 points as finder's fee and transportation and 2 months worth of salary from the employer. a) Give 10 points to the job broker as he asked. (pay 10 pts) → 13 b) You do not have 10 points. Give all the points you have to the broker and ask to borrow the rest from the employer. (give up all money in possession) → 13 c) You feel the deal does not seem right. Tell the broker you can afford to give him only 3 points for taking you to the city but you will not take the job. (pay 3 pts) → 17	Situation 6: The neighbour dropped you in the city. You find out that the expected job is no longer available. a) Go home. (pay 3 pts for bus ticket) → 0 b) Find a place to stay for the night and start looking for a job tomorrow. (pay 2 pts for hotel) → 8 c) Call someone you know in the city who might be able to help. (any phone number) → 9



Situation 7: You have been waiting for 5 hours at the bus station and it is very late at night. Still no one has come to pick you up. a) You have no way to contact your friend/relative. Leave the station and go to look for a job alone. → 8 b) Call the Labour Office or an NGO for migrants and ask them to help. (phone number of Labour Office or NGO) → 9 c) Go look for numbers of the Labour Office or agencies that may have posted information to help new arriving migrants. Or ask the bus station officials to direct you to such an agency. → 9	Situation 8: Unemployed, you are looking for a job. You have little money left. a) Work temporarily as a daily-wage worker just to get enough money to pay for food and lodging, while looking for a better job. (earn 5 pts) → 9 b) Call a friend, the Labour Office or an NGO for migrants and ask them to help. (any phone number) → 9 c) Sell a piece of your land, pay off the debts and decide to get more vocational skills. (land), (earn 40 pts and a job training scholarship) → 23
Situation 9: You have got a few job leads. a) Someone tells you of a family wanting to hire a maid. → 10 b) There are a few vacancies in a new hotel. → 11 c) An employment agency is accepting applications for workers to go abroad. → 14	Situation 10: You have been hired as a maid for a rich family. The job is not too bad, the pay is okay but you have to work 7 days a week. You are not allowed to go outside of the employer's residence. a) You do not like having no day off. Work for a month to get paid, then quit to look for new a job. (earn 10 pts) → 8 b) You are not in a position to be choosy. Keep the job and try to save as much as possible. (earn 20 pts) → 15 c) Quit the job. Mortgage your house to get a good sum of money. Find a way to get a better-paying job overseas. (house) → 14
Situation 11: You came to apply for one of the jobs available at a new hotel. For all positions you are required to show an identification document. a) No problem. You have an identification card (or a passport). Write a good application and hope for the best. (ID card, passport or work permit) → 12 b) You have no ID card. Look for other jobs that do not require an ID card. → 16 c) You want the job but you have no identification card or paper. You take a friend of a friend's suggestion that you buy a fake ID card from him to apply for the job. (pay 15 pts) → 18	Situation 12: One day on the way to work, you see a woman hit by a car which sped away. No one helps her and your boss hates workers coming late to work. a) You cannot afford to stop to help now because you will be fined for being late for work. Run away quickly. → 27 b) Rush to help the victim first. Help her to the hospital and call the police. → 25 c) Call the ambulance and the police and rush to help the victim. → 25



Situation 13: The employer says the 2 months salary given to the broker is considered a loan that you will have to pay back by working for free for 2 months. He asks you to sign your name on two pieces of papers: the employment contract requiring you to work for him until you pay off the loan and the loan agreement. As a guarantee, you must give him your ID card.

- a) You do not like this deal but have no better choice. Sign the two papers and give him your ID card. (give up ID card, driver's license or passport) → 22
- b) Refuse to sign any paper and leave. → 17
- c) Do not sign the papers. Tell the employer that you have a relative who will give you money. Ask to go out to make a phone call to the relative and take the chance to run away. → 19

Situation 15: You have been trying to avoid the oldest son in the family who has been looking at you in a strange way that makes you uncomfortable. But one day when no one is home he overpowers you and forces you to have sex with him. He threatens to kill you if you tell anyone.

- a) You feel too ashamed to tell anyone about it. No one will believe and defend you. You need the work, so there is no choice but to tolerate the situation and try to avoid him in the future. → 31
- b) You will not clean yourself in order to keep the evidence of the rape. When he is out of your sight, call the police or a help hotline and tell them exactly what happened. → 33
- c) You do not want to call the police because you are afraid to be arrested for some reason. Try to get a neighbour or call your friend or someone to help you to get away from this situation. → 19

Situation 17: The broker and employer get very upset and threaten you with violence. Two strong men block the door to prevent you from leaving. Something bad will happen.

- a) You are one against many. It is not worth risking your life and safety. Give them all the money you have and beg them to let you go. (give up all money in possession) → 19
- b) You do not have any money to give them. They beat you up and take your identity papers. (give up ID card, driver's license or passport) → 19
- c) You see no way out except for disappearing from the situation, but how! (Magic Key) → 8

Situation 14: At an employment agency for jobs overseas, you see 3 job vacancies: (1) waitress, (2) construction, and (3) farming. The agency says many people have applied and tomorrow is the last day to apply. The fee is 10 points.

- a) Apply right away or you will miss the opportunity. (pay 10 pts) → 20
- b) You are cautious. Ask to see the agency's license, names and contact information of people who have used the agency in your area. Apply because you may miss the deadline tomorrow. (pay 10 pts) → 20
- c) Do not apply because this may not be a trustworthy agency. You do not like feeling so rushed. Call the Labour Office to check if the agency has a license. You may come back tomorrow if this agency is good. (phone number of the Labour Office) → 21

Situation 16: You finally found a job in a noodle-making factory. Work is not hard but boring. The pay is very low but there is overtime and you have Sundays off.

- a) Keep working for a while, while also looking for a new job. → 9
- b) Ask for overtime work in the evenings and Sundays and try to be more disciplined in saving as much as you can. → 26
- c) You have not been able to save at all and the job is getting too boring. Decide to take a chance with a new job that pays more. → 5

Situation 18: You have worked at the hotel for 2 years and your boss and co-workers like you. You have saved money (earn 30 pts). But one day a labour inspector comes to the hotel and finds out that you used a fake ID to apply for the job.

- a) Run away before the police come to arrest you. → 8
- b) Life on the run from the law will be too hard. Turn yourself in and agree to help the police catch the gang that sells fake IDs. → 33
- c) You are in big trouble. Call an NGO that you have heard helps migrants in trouble. (any phone number) → 33



Situation 19: You have been rescued from a tough situation and are now staying in a safe place where you can stay for a week. You need to figure out what to do next.

- a) Big cities are too dangerous for you. Go back home and try your best to make a living there. (pay 5 pts) → END
- b) You realize the world can be dangerous but you will not give up. Take the chance to join a job training programme that a social worker who took you to the safe house told you about. (job training scholarship) → 23
- c) File a police report. Look for a job. This time you know better and look for jobs from reliable and legitimate sources → 28

Situation 21: You find out from the Labour Office that the employment agency is being investigated for fraud. There are many steps in going to work abroad: taking skills tests and a medical exam, and applying for a passport, visa and work permit. Still, you want to go overseas.

- a) Find out what jobs are available, what exactly you need to do, what documents and how much money you need for each thing you need. → 29
- b) Do a) and find out how much salary you will likely get and the cost of living in the new country, and if you can earn enough for a decent living. See how much you will be able to save. → 29
- c) Do a) and b) and find out the terms of employment and other information about living and working in the country (weather, food, culture, language, etc.). → 29

Situation 23: At the vocational skills training center you are choosing a training course.

- a) Choose whatever skill training that is easiest for you. → 24
- b) Choose training in the skills that you already have or the skills you really like and can do well in. → 24
- c) Consult the training officials and survey job advertisements to see what skills are in demand in the job market and choose training in the skills that are in demand and that you like best. → 24

Situation 20: After 2 weeks, you have not heard from the employment agency. You call and are told that all the positions have been filled. You ask around and find out that many people have also applied and none have heard from the agency.

- a) You figure you just threw away your money with that agency. Keep on looking for a job. → 8
- b) A neighbour tells you that she has heard bad things about this agency. She recommends a person who has helped a few people from your village to get work overseas. You will contact this person. → 35
- c) You are still wondering about the agency, so you check with the Labour Office if this employment agency is legitimate. (phone number of Labour Office) → 21

Situation 22: You have been working for 4 months and have not been paid. You ask the employer and he shows you the loan agreement, with your signature, showing a loan amount bigger than you thought.

- a) Ask the employer to give you a receipt of your loan payments so far. Do your own calculation and then discuss with the employer about the loan. → 33
- b) Ask the employer to give you a receipt of your loan payments. Call someone to help you understand the matter better. (any phone number) → 33
- c) The amount of loan looks so big that you will never be able to pay it off. Leave the job although he will not give back your ID card. Try your luck elsewhere. → 8

Situation 24: You are finishing the job training course in one month.

- a) Ask around about job vacancies and look for job advertisements by companies, in newspapers and any place you can look and make a list of jobs you like to apply for. → 28
- b) Prepare for looking for a job overseas. → 29
- c) Look for ways and funds to start your own small business at home. → 30



Situation 25: The family of the hit-and-run victim feels so grateful to you for saving their daughter that they offer you 30 points to show their gratitude. a) Accept the offer. You feel this happened to you for a reason. You will use this reward money to pay for a skill training course that you really want. (earn job training scholarship) → 24 b) Politely reject the offer. Tell them that you did not expect anything in return for helping their daughter. → 34 c) Accept the offer. Keep the sum for emergency. (earn 30 pts) → 27	Situation 26: You now have a good amount of savings (earn 30 pts). a) Send some money to your family back home and continue working to save more. (pay 25 pts) → 12 b) Send some money home and lend some to a friend in need. (pay 30 pts) → 27 c) Buy a new cell phone. This will make calling home more convenient. (pay 15 pts) → 27
Situation 27: Your mother is very ill. She needs to go to the hospital but the family does not have enough money. You have very little savings left. a) Ask the boss for 5 days off but she gives you only 2 days, which is not enough. Quit and go home to take care of your mother. (pay 5 pts) → END b) Ask the boss for 5 days off but she gives you only 2 days. Ask a friend to work in your place for 2 days. Go home to take your mother to the hospital and come back quickly. (pay 20 pts) → 34 c) Tell your family to take your mother to the hospital. Send them money but keep the job because you will need more money. (pay 10 pts) → 34	Situation 28: You have found several jobs that are interesting. You applied for several positions. You just had a few job interviews and are now receiving a call. a) You have been hired as a company driver delivering water to houses. (driver's license) → END b) You have been hired to work in a textile manufacturing company. (ID card, driver's license or passport) → END c) Many employers came close to hiring you but always decided not to when they found out that you have no ID card or work permit. You have no choice but keep looking for an employer who will hire you. → 11
Situation 29: You have considered the costs and benefits of going to work overseas and are deciding whether it is a good idea to work abroad. a) You want a good-paying job. But it is not worth the trouble. You would rather look for a job in your own country and stay closer to your family. → 28 b) You do not like being far away from your family. But if you work hard and try to save a lot of money, going abroad may be worth it even if you may get into a debt situation for a while. → 35 c) It is worth going, but you need time to find out what you can do by yourself to save money. Ask people who worked abroad. Consult the Labour Office and other organizations. (phone number of the Labour Office or NGO) → 35	Situation 30: You received a small government grant through a job creation programme. A cousin has a friend who has a small fund and wants to be your partner in business. a) You need more fund and want to start a business as soon as possible. Join with her and start right away. → 36 b) Talk to the person to see if she shares your business ideas. If so, talk about partnership: how you will share the investment, responsibilities and risks of doing the business. → 36 c) Ask the person to explain her business ideas. If she seems serious and her ideas are similar to yours, talk about partnership. Spend time drawing up a concrete business plan and partnership details together. → 37



Situation 31: You have a serious sexually transmitted infection. There is no doubt that the son of the employer who raped you gave it to you. You are not sure what to do.

- a) Tell the family that their son raped you and that you need to see a doctor. So, they should let you go out or take you to the hospital or a clinic. → 32
- b) You cannot bear the situation any longer. Leave the job. Go to a doctor and find a new job. (pay 7 pts for doctor's fees) → 19
- c) Call someone for help. Tell the family what their son has been doing to you and regardless of their response, quit the job. (any phone number) → 32

Situation 33: You have been advised to take legal action against your former employer.

- a) File a complaint with the labour court against your employer for loan sharking. Ask for 4 months back pay. Meanwhile you are working as a gardener.
→ END
- b) You have been treated for the disease and filed a rape charge with the police against the son of the employer who has been arrested. You are training to be a hotel maid. → 34
- c) You helped the police arrest a criminal gang who sold you a forged ID. This gang turned out to be part of a big human trafficking network. Because you helped the police, you will not go to prison and are applying for a work permit. → END

Situation 35: You finally decide how to finance your trip to go working abroad.

- a) Use your savings to apply for a passport and visa and pay for a medical exam. Take a free skills test with the Labour Office. Apply for a small low-interest loan from a government bank to pay for the travel. (passport, visa and work permit—all 3) → 39
- b) Mortgage your own house or land with a local bank and borrow the rest from your relatives to pay for the service fees to the employment agency. (ID or passport and house or land) → 39
- c) The agent recommended by your neighbour will arrange directly with a foreign company to pay for most of your travel costs and necessary documents. You will have to pay back from your future salary half of the amount the company will advance to you. → 39

Situation 32: The family refuses to believe you and blames you for 'seducing' their son. The mother angrily fires you and refuses to give you this month's salary.

- a) You have suffered enough. There is no point arguing with them but pack up and go home. (pay 5 pts) → END
- b) Call someone you trust and ask them to take you to a doctor. (any phone number) → 19
- c) Call someone or an agency you trust and ask them to help you with the situation and see if you can take legal action against the family. (any phone number) → 33

Situation 34: You have been working at this hotel for over 2 years. You like the job. The boss likes you very much because you work very hard. One day, three wonderful things happen at once and you have to choose.

- a) Your girlfriend/boyfriend wants to marry you. You are so happy. But if you decide to marry, you have to quit the job and move with her/him. → END
- b) Your boss wants to promote you to a supervisory position. But this position will keep you from seeing your girlfriend/boyfriend often. → END
- c) A new hotel in another city offers you a job that pays even better. If you accept, you cannot marry your girlfriend/boyfriend who cannot move to be with you. → END

Situation 36: Your fashion boutique business is not doing so well. You are losing money although your shop is popular. You buy goods and your partner sells them at the shop. Your partner handles the bookkeeping. You do not have a good grip on the shop's finances.

- a) Ask your partner to show you how she does the bookkeeping and manages the cash flow. If she does not know how to do it, you will do it yourself or hire someone who can. → 38
- b) It is normal for a business to lose money in the beginning. You have to trust your business partner, otherwise the business will not prosper. → 37
- c) Your partner must be cheating you. You will not show her that you are suspicious and watch her quietly. → 37



Situation 37: One day your business partner just goes away and you find yourself heavily in debt. You later discover that all the transactions have been done in your name, so legally you are responsible for all the debts.

- a) Report to the police about your partner and hire a lawyer to fight for you in court. (30 pts for lawyer's fees) → END
- b) Sell your house or land to pay off the debts. (house or land) → END
- c) You do not have assets left, so you need to look for a job and work to pay off the debts. → END

Situation 38: Your fashion boutique is doing well. Sales are steadily going up. You enjoy buying the goods for the shop and your partner enjoys selling the nice clothes. Neither you nor your partner likes book keeping, so you hired someone to do it. You and your partner plan a strategy to grow the business.

- a) Apply for a small bank loan together to open a shop at another location. If you get the loan, you may need to hire another person to help. → END
- b) Do a market survey to see if there will be enough customers for your new shop in the area. → END
- c) Buy a new pick-up truck, so you can use it to go buy the goods instead of taking the bus and maybe even have a mobile boutique shop. → END

Situation 39: It has been 6 months since you have come to a foreign country to work.

- a) If you chose a) in Situation 35, you paid off the small government loan in two months. From the third month you have been sending money home every month. You have also sent a portion to your own bank account. You plan to start a modern convenience store in your hometown. → END
- b) If you chose b) in Situation 35, you have been sending money home to pay the monthly mortgage, pay back a loan to the relatives and the rest goes to your family. There is less than you had hoped for and yourself. → END
- c) If you chose c) in Situation 35, you desperately want to go back home but you cannot because the employer took away your passport as soon as you arrived at the airport. You were forced to sleep with customers, although you were supposed to be only a waitress. You tried escaping twice but they got you back and almost killed you. You have to work for two more years before you will be able to pay off all the debts. → END



Training Aid 10.1.4 H: Group Work Guidelines: How to Have Safe Migration

You are being asked by your *soum's* (or district's) Advisory Council to help preparing a simple and easy-to-understand leaflet, poster or radio programme on “How to Have Safe Migration” that will be used to advise members in your village (or district). Your group will be asked to work on **one** of the following five stages of migration:

Stages in Migration	What you need to think about at this stage
Stage 1 Before migration	Gathering information, recruitment, dealing with employment agents, getting proper documents, training before departure
Stage 2 Departure and journey	Modes of travel, costs and safety of travel, harassment and abuses in transit, smuggling, illegal transportation, trafficking
Stage 3 Migration abroad	Legality of employment agencies, getting proper documentation such as passport, visa and work permit, employment contract violation, confiscation of passport or important documents by employers or agents, living and working in a different culture and language, smuggling or trafficking within the new province/country or to another province/country
Stage 4 At the destination	Arrival, how to get to workplace, looking for a job, losing a job, changing jobs, unemployment, discrimination, living and working conditions, savings
Stage 5 Returning home	Return travel, savings and investment, readjustment to family and community

Group Work Guidelines (for the stage of migration your group is assigned):

1. Brainstorm within your group what important things migrants from your village need to know or need to do in order to prepare themselves for a safe and smooth migration. Use your experiences from real life and from the game, as well as what you learned from what happened to other people.
2. Discuss and agree on 5-7 most important things for the stage assigned to your group.
3. For each of the important things that your group thinks migrants need to know, write down an advice that is easy to remember. The advice should be a simple sentence that tells what the would-be migrants need to do (or not do).
4. Write down the 5-7 points of advice on a flipchart.

You have 30 minutes to finish this group assignment.



Briefing Note: Safe Migration

What can you do to have safe migration?:

Tips for potential migrants and prevention of trafficking⁸

Before you decide to work in another country, you need to:

Know the difference between documented and undocumented migrants

- There are two types of migrants: documented and undocumented. *Documented or legal migrant workers* are people who are allowed to enter, stay and work in another country and are protected by labour and other relevant laws. *Undocumented or illegal migrant workers* are people who are not authorized by the receiving country to enter, stay and work there and are often subject to many abuses.

Try to get as much information as you can about the company and the job

- Find out about the nature of work promised to you, the place where you will work, and whether it is legal.
- Make sure that you get information from reliable sources. Beware: traffickers are often someone you know. They can be your neighbors, your friends or even your relatives. “Trusted sources” in your community may turn out to be not really trustworthy. More reliable sources are the Ministry of Labour, Ministry of Foreign Affairs, or accredited non-governmental organizations (NGOs) that help migrant workers in your country.
- Check with reliable sources in your country if the recruitment agency that is helping you is licensed and legitimate.
- Check with reliable sources in your country and the labour department or the embassy of the country you plan to go to if the company you will be working for is legitimate.
- If the recruitment agency will charge fees and pay for the trip, find out exactly: (1) what the fees are for; (2) how much you will have to pay back in total; and (3) how long it will take to pay back the full loan and possible interests.
- Find out about requirements for the job and check if you have the right qualifications. If your qualifications do not meet the requirement, check with the recruiter whether training will be provided and if so, will you be charged for the training.
- Ask the recruitment agency about the length and terms of the employment contract and the conditions for renewal.
- Ask the recruitment agency for names and contact information of people who have used their service in your area. Contact some of these people and ask them or their family for their experience.

⁸ Information in this briefing note is compiled from two main sources: *An Information Guide on Preventing Discrimination and Abuse of Women Migrant Workers* by GENPROM (ILO: Geneva, 2003), Booklet 6: Trafficking of Women and Girls, and *The Migrating Women's Handbook* by GAATW (GAATW: Bangkok, 1999).

Be cautious

- Find out how much you will be paid. Compare your salary to the amount of loan you need to repay. Decide whether it is worth for you to work elsewhere.
- Find out about the cost of living in the place where you want to go and calculate whether it is still advantageous to work somewhere else.
- Calculate how long you will need to work before you can start saving some money and decide whether it is still worthwhile for you to go.
- Be very careful if the recruiter or employer offers to advance money for your expenses. Make sure you know the exact amount and nature of the debt, before agreeing to take any loan.
- Find out if you may be able to get a low-interest loan from the government.
- Insist on seeing an employment contract in your own language. Be alarmed if the recruiter or employer refuses to show you the contract or to discuss the specific terms of the contract.
- Before signing any kind of agreement or contract: read the contents carefully and make sure you fully understand it. If you do not understand it, ask for clarification or translation, if the document is not in your language. Do not rely solely on the translation by the recruiter or employer. Do not sign any contract that you cannot fully understand or are not fully satisfied with.
- The contract will be considered complete and legally binding only when it is signed by both you and the employer. Ask for a copy of the contract for yourself and register it with relevant authority in your country, such as the Ministry of Labour, if possible.

If you are thinking about going abroad to marry

- Find out about the real intention of the man you plan to marry and inform yourself about the marriage laws and the rights of wives in his country before you decide to marry him.
- Know that many women have been deceived into marrying foreign men and have been trafficked to another country for exploitation. The marriage can be fake—not legally valid. Even when the marriage is legal, the purpose of marriage may not be what you expect. Some women have been treated badly by the husbands and families; some worked like slaves and others were forced to work in prostitution.
- Even when you are legally married to a foreign man, it does not always mean that you will be automatically granted a permanent residence permit to live in his country.

You have decided to go and work abroad. You will need money to pay for:

- passport and visa
- plane, train or bus ticket and travel expenses
- medical examination required for traveling abroad
- recruitment agency fees. (Always ask for a receipt for any fees you have paid to the recruitment agency. If you pay in installments, ask for the fee schedule in writing.)

You are preparing for departure!

Get all the documents

- Make at least two photocopies of all important documents concerning your travel: your passport and identity cards, your photo, and the addresses of the company and employer.
- Bring the original and one set of photocopies with you, keep them very secure, and leave another set with your family or trusted friends.

Get necessary contact information

- Get and carry with you addresses and telephone numbers of the embassies, consulates and women's or migrant workers' organizations in the destination country and in your home country that can help you in an emergency situation.
- Get the addresses and contact information of fellow migrant workers who are leaving with you.
- Try to look for friends or possible connections living in the country you are going to. Keep contact with them so that in case you need advice, they will be ready to help. If possible, inform this friend/contact of your arrival and arrival information (flight number, time, airport, etc.).

Learn about the country you are going to

- Ask people or read books about the basic situation, living and working conditions and specific cultural aspects of the destination country that you need to know.
- Learn some basic words and phrases of the main language spoken in the destination country. Write down important phrases on a piece of paper or in a notebook and keep it with you, for example: "How do I get to the embassy or consulate of...?", "Where can I make a phone call?", "I need help.", "I need to go to the police station.", etc.

Get bank account information

- Get a bank account number and the transfer information for the bank account to which you plan to transfer money for your family. If your family does not have a bank account, open one in the name of a mature and trustworthy family member.
- You should also open a saving bank account in your own name in both your home and at the destination.
- Bring with you the bank transfer information for both your family and your own savings account, so that you can safely transfer money back home for your family and your own savings account.

Be ready and know where to go

- Keep your passport, identity cards, tickets and all important papers close and safe with you at all times. Only give the passport or identity cards to immigration officials at the Immigration

Desk. If someone stole your passport or identity cards, contact the police immediately. Show the police the photocopy that you keep.

- Keep your travel ticket with you and check whether it is a one-way or round-trip ticket. Check the date when it expires, if it is round-trip.
- Know the route of your flight, as you may have to make a connecting flight, and know how long the journey will take.
- Have some money in US dollars, Euro currency and some change in the currency of the country you are going to. You can change money at the airport before you leave.
- If possible, get a sketch or map of the departure and destination airports, in case you lose your group.
- Make sure you remember the name of the country/city you are going to (and memorize what the names sound like in English). Get a map of the city you are going to if you can.
- Try to memorize the name, address and telephone number of your employer.
- Find out in advance where you will stay the first night. Get an address and phone number of the place and give it to your family and friends before you leave.
- Ask in advance how to identify the person who will be picking you up from the airport or bus/train station, and where the person will be waiting for you. If possible, try to get a mobile phone number of the person.

You have arrived in the new city or country, where you will work and live for a while.

Upon arrival

- In case no one comes to pick you up or you missed the person coming to pick you up at the airport or bus/train station. Don't panic. Contact the information counter at the airport first, and if that does not help, contact your friend or any organizations that you keep on your emergency list.
- Notify your embassy that you are in the country and give them the address of where you are living.
- Send a letter or call your family and friends back home to tell them that you have arrived and give them your address and phone number.
- Contact any friends or contact you have in the new country.
- Contact agencies, organizations or associations working with and for women or migrants to meet other people from your own country and to get more information about living and working in the new country.

Employer & employment contract

- Make sure that the terms of employment are clearly stated in the contract. Terms of employment include salary, working hours, overtime and overtime pay, tax deduction, number of paid holidays, number of sick days, vacation, medical/accident/life insurance, other benefits, accommodation, etc.

- Do not let your employer keep your passport and other important documents such as the employment contract and work permit. If the employer insists, be alarmed and think of a way to contact others to get advice.
- Do not sign any paper that you cannot understand, even if the employer insists that it is just another paper and it says the same thing as what you have signed before. Get someone you trust to read and translate for you. If you have already signed an employment contract, do not sign another one, especially if it is in a language you cannot read.
- Make sure that you have your own copy of the signed employment contract.
- If the employer or agent says that you owe them money, insist on a clear accounting of what you owe. If you feel that the amount is more than you originally agreed to, seek help, starting with your embassy and any organizations you have on your emergency list.
- Do not sign for any payment that you have not yet received.

Wages & savings

- You should be paid every month. You should ask to be paid in cash. Do not agree to the employer's offer to "save" your wages for you until the end of your contract.
- Try not to send all money to your family. You should also save some for yourself and regularly transfer a portion of your wages to your own saving account. Advise your family to spend wisely and save for the future when you return.
- You should do the money transfer yourself and should not let your employer transfer your wages to your family back home. If this ever happens, ask for a receipt of the transfer from the employer.
- Make use of proper and safe financial channels to send money home. If you have to use informal channels because there is no bank service back home, always find out about the official and fair exchange rate every time, so that you always get a fair rate and do not get overcharged.
- Never keep or carry a lot of cash with you as this will invite danger.
- Seek advice from trusted friends or organizations on how you can keep your savings secure. It is often difficult for foreigners to open a bank account in another country.
- Find out about savings schemes and group saving cooperatives in the country where you work.
- As you begin to save money, start doing some financial planning. Think about how you will use your savings. Seek advice or help from trusted organizations and beware of unscrupulous people who may cheat you off your hard-earned savings.
- Never give your savings to anyone, unless you are sure that it is a legitimate saving scheme.

Know your rights

- Find out about your rights as a migrant worker in the new country from others who have lived there and from the embassy or other organizations. Ask what you can do if you need to change employer, to move into another job, or to extend your stay, and what you can do to protect yourself if your employment is abruptly terminated.

- You are not obliged to perform other duties than those stated in the contract.
- If you work in the employer's household, know that it is illegal for the employer or the members of the household to abuse you verbally, physically or mentally, or force you to provide sexual services to any of the family members or anyone else.
- In virtually all countries in the world a husband cannot beat his wife, or physically or mentally abuse her and treat her as his property. A husband cannot force the wife to have sex with him or with anyone else.

In case of problems such as:

- The employer or agent attempts to force you to sign any papers.
- Your employer or husband is abusive or violent to you.
- You are not paid wages as agreed.
- Your employer or agent confiscates your passport and other important documents.

Do:

- Contact the embassy, the police or any organizations that help migrant workers. The longer you wait, the less likely your problem will be solved.
- In case of abuse or violence, leave the situation immediately and go to a friend, the nearest police station or your embassy for help.
- In case of rape, go to the hospital, preferably with a friend or someone you trust, request for a physical check-up and keep a copy of the medical certificate.
- If you need a temporary shelter, contact as soon as possible women's organizations, help lines local charity groups such as church organizations or organizations helping migrants.
- If you have strong evidence of the violation, seek advice on how to pursue a legal case against the violator.
- If you cannot file a case in the new country, continue to gather evidence. You may be able to file a joint case with others facing similar violations back in your own country.

General principles of fair recruitment⁹

The ILO has non-binding general principles for recruitment, drawn from international labour standards and good practices internationally. These principles are intended to cover the recruitment of all workers, including migrant workers, whether directly by employers or through intermediaries. They apply to recruitment within or across national borders, as well as through temporary work agencies, and covers all sectors of the economy.

1. Recruitment should take place in a way that respects, protects and fulfills internationally recognized human rights, including those expressed in international labour standards, and in particular the right to freedom of association and collective bargaining, preventing and elimination of forced labour, child labour, and discrimination in respect of employment and occupation.

⁹ ILO, *General principles and operational guidelines for fair recruitment & Definition of recruitment fees and related costs*, Fundamental Principles and Rights at Work Branch, Labour Migration Branch, ILO: Geneva, 2019, pp. 12-14.

2. Recruitment should respond to established labour market needs, and not serve as a means to displace or diminish an existing workforce, to lower labour standards, wages or working conditions, or to undermine decent work.
3. Appropriate legislation and policies on employment and recruitment should apply to all workers, labour recruiters and employers.
4. Recruitment should take into account policies and practices that promote efficiency, transparency and protection for workers in the process, such as mutual recognition of skills and qualifications.
5. Regulation of employment and recruitment activities should be clear and transparent and effectively enforced. The role of the labour inspectorate and the use of standardized registration, licensing or certification systems should be highlighted. The competent authorities should take specific measures against abusive and fraudulent recruitment methods, including those that could result in forced labour or trafficking in persons.
6. Recruitment across international borders should respect the applicable national laws, regulations, employment contracts and applicable collective agreements of countries of origin, transit and destination, and internationally recognized human rights, including the fundamental principles and rights at work, and relevant international labour standards. These laws and standards should be effectively implemented.
7. No recruitment fees or related costs should be charged to, or otherwise borne by, workers or jobseekers.
8. The terms and conditions of a worker's employment should be specified in an appropriate, verifiable and easily understandable manner, and preferably through written contracts in accordance with national laws, regulations, employment contracts and applicable collective agreements. They should be clear and transparent, and should inform the workers of the location, requirements and tasks of the job for which they are being recruited. In the case of migrant workers, written contracts should be in a language that the worker can understand, should be provided sufficiently in advance of departure from the country of origin, should be subject to measures to prevent contract substitution, and should be enforceable.
9. Workers' agreements to the terms and conditions of recruitment and employment should be voluntary and free from deception or coercion.
10. Workers should have access to free, comprehensive and accurate information regarding their rights and the conditions of their recruitment and employment.
11. Freedom of workers to move within a country or to leave a country should be respected. Workers' identity documents and contracts should not be confiscated, destroyed or retained.
12. Workers should be free to terminate their employment and, in the case of migrant workers, to return to their country. Migrant workers should not require the employer's or recruiter's permission to change employer.
13. Workers, irrespective of their presence or legal status in a State, should have access to free or affordable grievance and other dispute resolution mechanisms in cases of alleged abuse of their rights in the recruitment process, and effective and appropriate remedies should be provided where abuse has occurred.

Unit 10.2 A Smart Job Seeker



Content

This unit covers the different stages of looking for a job, from goal setting, exploring sources of information on available jobs and assessing realistic options, to preparing for a job application and job interviews.



Key Messages

- Know your own strengths and identify what you like and what jobs you can do best.
- Explore different job options and find out as much information as possible about the jobs from different sources in order to make an informed decision.
- A successful job application is a well-prepared one.



Exercises

- 10.2.1 My Ideal Job
- 10.2.2 The Job Market
- 10.2.3 Writing a Resume
- 10.2.4 Writing a Job Application
- 10.2.5 Job Interview



Related Units

- 1.3 I Have a Dream
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 10.1 A Smart Migrant



Tip for Trainers on selecting the exercises

The first exercise 10.2.1 My Ideal Job enables participants to think about the jobs they would like to have. In the second exercise 10.2.2 The Job Market they learn to seek information about jobs. These two exercises are vital to all job seekers. Exercises 10.2.3 Writing a Resume and 10.2.4 Writing a Job Application are useful for participants who are literate and apply for a skilled job in their hometown, or another place in their own or another country. You can select either exercise or do both if participants need to practice their skills in this regard. Exercise 10.2.5 Job Interview is useful for all job seekers as proper presentation skills are important in finding a good job.

Exercise 10.2.1 My Ideal Job



Objectives

- To explore one's own goals in employment
- To learn how to make informed decisions when looking for a job



Target Group

Youths and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

- Flipchart paper and markers
- Pens or pencils enough for all participants



Training Aids

10.2.1 A: Job Choices

10.2.1 B: My Ideal Job Profile



Session Plan Steps

1. Explore job choices – 15 minutes
2. My ideal job profile – 20 minutes
3. Identify key points in defining one's job profile – 20 minutes
4. Summarize key messages – 5 minutes

Step 1 Explore job choices – 15 minutes

Explain to participants that this exercise will be about identifying what they would like to do for a job and finding information so they can make a good decision. Ask the participants who already have a job to explain what job they have and where they work, in town or outside of town. Divide the flipchart into two columns. Mark the left column "Jobs in Town X" and the right column "Jobs outside of Town X". Write participants' answers in the appropriate column.

After all jobs currently held by participants have been listed, ask what other types of jobs exist in their hometown and outside of their hometown respectively which they consider to be suitable

for them. Distribute and explain the Job Choices (Training Aid 10.2.1 A) to help brainstorming. In the process of brainstorming, make a list of job choices for the group to use in the next steps.

Step 2 My ideal job profile – 20 minutes¹⁰

Ask participants to consider the list of job choices they have made. Distribute My Ideal Job Profile (Training Aid 10.2.1 B) to participants to make their individual ideal job profile. Explain that the ideal job profile will help them decide what jobs they really would like to do in the future. Encourage participants to come up with a 'dream job' but also emphasize that the 'dream job' should be grounded in reality (for example, they must have the skills required to do the job or have a plan to acquire such skills).

Step 3 Identify key points in defining one's job profile – 20 minutes

Ask participants whether they were able to answer all 10 questions. If not, what were the questions they found most difficult to answer and why. Invite a few volunteers to share their ideal job profile.

Round up by pointing out that before looking for a job it is helpful to think about the job or type of jobs participants like and the skills they have. It is important to ask themselves the following questions:

- What strengths and vocational or professional skills do I have?
- What jobs are available in the market?
- What skills do the jobs require?
- Do I have the skills needed for these jobs? If not, what do I need to learn?
- How much do the jobs pay?
- What are the working conditions?
- Where and how can I get more information about the jobs?

Step 4 Summarize key messages – 5 minutes

Conclude the discussion and summarize with the following key messages:

- Know your own strengths and identify what you like and what jobs you can do best.
- Identify what type of jobs you would really like to do in the future.
- Make realistic choices on jobs that you can and cannot do.
- If you lack skills for jobs that you really like, set yourself a goal to obtain these skills and implement it.



Tip for Trainers

If this exercise is not followed by Exercise 10.2.2 The Job Market during the training, add Step 5 of Exercise 10.2.2 on job segregation in the labour market at the end of this exercise.

¹⁰ Adapted from: *Xiao Feng Goes to Town: Anti-trafficking Participatory Training Manual* by ACWF, SWF & UNICEF, Chapter 1 "Do you want to look for a job in town?".



Training Aid 10.2.1 A: Job Choices

Check (✓) beside the jobs that exist, cross out those that do not and add job choices for both columns.

In My Home Town	Outside My Home Town
Agriculture/Industry: Herder Vegetable farmer Fisherman Miner _____ _____	Agriculture/Industry: Herder Tannery worker Miner Horse racer _____ _____
Business: Noodles shop owner Hairdresser Dressmaker, seamstress Motorbike repair Mobile phone service Retail salesperson _____ _____	Business: Retail salesperson Waiter/waitress Hairdresser, make-up artist Mechanic (auto/motorbike repair) Accountant Factory worker Computer technician Mobile phone service center worker _____
Public Service: Teacher Nurse, doctor, medical technician Social worker _____ _____	Public Service: Teacher Nurse, doctor, medical technician Social worker Government employee Park official _____
Others: Bricklayer Construction worker Carpenter Handicrafts maker Painter, artist Tour guide _____ _____	Others: Bell boy Hotel maid Cook Bartender Truck driver Housekeeper Construction worker _____



Training Aid 10.2.1 B: My Ideal Job Profile

Fill in as much information as you can on the following 10 questions.

1. I want to work as:

(1) _____ (2) _____

2. I want to earn at least _____ per month.

3. I want to work:

_____ hours a day

_____ days per week

4. I want to work in this job for _____ years _____ months.

5. If possible, I would like this job to be:

_____ in my hometown Why? _____

_____ outside my hometown Why? _____

6. My strong skills (what I can do really well) are:

7. I think the job(s) I want, need me to be good at:

8. Do I know people or places that will help me apply for the job(s)?

() No () Yes. List names: _____

9. If I get the job I want, will I have a place to live?

() No () Yes. At _____

10. Why do I want this job?

Because _____

Exercise 10.2.2 The Job Market



Objectives

- To explore realistic options in the local job market for women and men
- To learn safe and effective ways to find a job and make an informed decision



Target Group

Young men and women, 15 years and older with functional literacy



Duration

125-150 minutes



Seating Arrangements

Semi-circle seating with a large open space for walking around



Materials

- Participants' ideal job profiles and list of job choices from Exercise 10.2.1 (if available)
- 5 A-4 size posters, each with one of the following titles: (1) Family, Friends & Neighbors, (2) Businesses, (3) Private Employment Agencies, (4) Government Employment Agencies, (5) Newspaper Classifieds & Job Notices
- At least 10-15 job cards (see form in Training Aid 10.2.2 A)
- At least 10 current job advertisements in newspaper classified ads, at private and government employment agencies and businesses



Training Aids

10.2.2 A: Job Cards

10.2.2 B: Job Choice Analysis Sheet



Session Plan Steps

1. Possible job sources – 15 minutes
2. Mock job fair – 30 minutes
3. Job choices analysis – 20-30 minutes
4. 'Men's jobs,' 'women's jobs,' or 'everyone's jobs' – 30-40 minutes
5. Advantages and disadvantages of different job sources – 20 minutes
6. Lessons learned – 5-15 minutes

Preparation

Prepare in advance at least 10-15 job cards using Training Aid 10.2.2 A as a starting point. The types of jobs on the job cards should be suitable for the skill levels of participants. (Trainers may get ideas from the list of job choices and participants' ideal job profiles from Exercise 10.2.1.)

- Collect 10 or more actual job notices and advertisements from newspapers, businesses and employment agencies. Make sure to include jobs that exist in participants' locality, jobs in the neighboring towns/cities and jobs that are popular among migrants from the area.
- Make 3-4 copies of the job cards and job advertisements for use in Step 3. Also, to save time, trainers may arrange the job fair set up as explained in Step 3 in advance, but make sure not to show the posters before Step 2.

Step 1 Possible job sources – 15 minutes

Tell participants they will practice looking for a job today. Ask them to think what job they would like to have or take out their individual ideal job profile from Exercise 10.2.1, if they have done it. Give them 2-3 minutes to decide on the one job they will practice looking for.

Ask the participants who or what source they have listed in their individual job profiles that can lead them to find a job. List the sources they give on the board. Possible sources include:

- Family, relatives
- Friends, relatives of friends
- Neighbours
- Teachers
- Business owners, employees and personnel departments of businesses and offices
- Former employers
- Job notice boards in community or public areas
- Private employment agencies
- Government-sponsored employment agencies
- Classified ads in newspapers or on the Internet
- Facebook or other social media
- Job fair.

Step 2 Mock job fair – 30 minutes

Set up a mock job fair in the training room. Place at least 5 tables around the room, leaving enough space for participants to walk around. Tag the desks with the posters prepared as shown below.



Place various job cards on each table. Several job cards on different tables can be the same. For realistic effects, include actual newspaper classified ads and job notices from participants' locality and samples of other actual job notices from businesses, private or government employment agencies and put them on the appropriate desks.

Give participants at least 20 minutes to walk around the job fair and choose 3 job cards or advertisements that fit the profile of their ideal job. Encourage them to spend time to read the advertisements and to consider the selection of jobs carefully. They can ask the trainers for help if necessary.

Step 3 Job choices analysis – 25-30 minutes

Ask participants to come back to their seats after they have chosen their 3 job cards/ advertisements. Distribute the Job Choices Analysis Sheet (Training Aid 10.2.2 B). Take a job card or advertisement not used in the job fair and show them how to do an evaluation of the selected jobs: give a positive score for each good point and a negative one for each bad point for each job. Give them about 15 minutes to do their own job analysis.

Ask how their job choice analysis went: What they found difficult to rate and what their criteria were for the positive or negative ratings of their job choices. Ask two or three volunteers to share their analyses and generate comments from the group on their choices.

Conclude the discussion by saying that most people want a job with a good pay, but that many persons have additional criteria for choosing a job. These can vary, depending on the circumstances and characteristics of each person. Some prefer jobs that are close to home, easy to manage and less stressful, while others may prefer a more challenging job away from home. Some like doing physical work or do not mind working long hours, while others like working in an air-conditioned office. Still others want jobs that have potential for personal advancement in their chosen career and do not mind if the job is very demanding. What is important for each individual is to assess objectively their own qualifications and to be honest with oneself about what job one likes, the conditions one can accept and what one truly enjoys.

Step 4 'Men's jobs,' 'women's jobs,' or 'everyone's jobs' – 30-40 minutes

Ask participants whether the jobs selected are done both by men and by women or only by one sex. Divide a flipchart into 3 columns. Write 'Men Only', 'Women Only' and 'Both' on the first, second and third column respectively. Take the job cards of the jobs that come up in the discussion and stick them on the flipchart. Stop when participants have mentioned 2-3 jobs under each category.

Start a discussion by asking: Can the jobs in the columns 'Men Only' and 'Women Only' also done by the other sex, and why? Shift the cards around. Most cards will now end up under the column 'Both'. The answers may vary and reflect participants' ideas on biological and social characteristics of men and women, as well as gender stereotyping in the job market and society on what men and women can and cannot do.

Ask participants whether some advertisements in the newspapers asked explicitly for men or women. Also ask participants who selected a job usually done by the other sex to explain their choice.

Summarize the discussion as follows:

- In most societies there is a trend to divide jobs in 'men's jobs' and 'women's jobs'. This

is disadvantageous for both men and women in that they cannot apply for many jobs for which they are qualified. It is often particularly disadvantageous for women because women usually have fewer types of jobs to choose from than men, and women's jobs often have lower pay and status.

- The division in 'men's jobs' and 'women's jobs' varies considerably from one society to another and over time. For example, retail trading is a 'women's job' in East Asia and a 'men's job' in South Asia. Construction is done by men only and considered a 'men's job' in many societies, but in others it is done by both men and women.
- With new technologies biological characteristics are increasingly less important in the modern job market, and good jobs need to be available to all. Gender (and other) stereotypes in societies (such as women attract more customers or have nimble fingers, young workers and women are more obedient, men are better drivers, or people of a certain race or ethnicity are good at doing certain jobs) can be widespread but are harmful and unfair. Therefore, many countries forbid mentioning sex, age or race preferences in advertisements.
- Young men and women, who follow their career choice in a field, dominated by the other sex, are courageous and new path breakers in society. They may encounter more challenges than others, but will find it rewarding to follow their choice at work. They will be important role models for their own and the younger generations.

Step 5 Advantages and disadvantages of different job sources – 20 minutes

Ask participants from which desks they selected their 3 choices. (The likelihood is they took the job cards/advertisements from all desks.) Then ask which desks they walked to first and why? Stimulate discussion about advantages and disadvantages of different job sources.

Cover the following points in the discussion:

- There are several sources of information for jobs.
- It is smart to collect as much information as possible about available job options in order to make informed decisions.
- Many people get a job through informal networks of family and friends but especially in high-skill jobs, most employers go for merit rather than giving jobs to relatives or friends.
- Personal job leads (personal connections) may be quick but may not always be reliable.
- While many private employment agencies are quick and professional, many may not be trustworthy. Always check if the private employment agencies are registered and have license to operate.
- Government employment agencies are generally safe and require minimal or no service fees, but they may be slow.
- Beware if an agency or a person claiming to be able to offer good-paying jobs asks for unusually high service fees. Do not give any money without a written contract. Do not sign a contract you do not understand and never put your signature on a blank sheet of paper.

Step 6 Lessons learned – 5-15 minutes

Ask participants what they learned from this exercise. After a few comments conclude the exercise with the following key messages:

- Know your own strengths and identify what you like and what jobs you are able to do.
- Identify what your selection criteria are for selecting a job.
- Select jobs that you like, not because your mother, father or friends do the same thing.
- Girls and young women in particular, but also boys and men, need to look beyond traditionally 'women's jobs' as these may be low quality jobs.
- People are best if they do what they like to do. If a young man likes to care for others, he can select a job in looking after children or sick people. If a young woman is good in organizing she can go for a supervising job.
- If a job offer sounds too good to be true, beware as you may be deceived.



Training Aid 10.2.2 A: Job Cards

Guidelines: Make 2-3 photocopies and cut along the dotted lines to make separate job cards. Fill in missing information such as salary and other details according to the local situation. Make more job cards using the blank cards provided in the following page.

Job: Office Assistant Qualifications: High school, computer skills Salary: Place of job: Just Lawyer's Office (in district, 15 km from home) Working hours: 8:00am-6:00pm, Mon-Fri Holidays: As required by law	Job: Mechanic Qualifications: Motorcycle repair skills Salary: Place of job: Ready Fix Motor (2 km from home) Working hours: 7:00am-6:00pm, Mon-Sat Holidays: N/A
Job: Computer Technician Qualifications: Technical college/certificate Salary: Place of job: Exciting Computer Repairs (in province, 40 km from home) Working hours: 8:30am-6:30pm, Mon-Fri Holidays: National holidays	Job: Receptionist Qualifications: 18-25 years old Salary: xxxx per month, overtime available Place of job: Wonderful Bar & Restaurant (in another city 100 km from home) Working hours: 11am-8pm Holidays: N/A
Job: Store Clerk Qualifications: Primary school Salary: Place of job: Modern Supermarket (in city, 20 km from home) Working hours: 9:00am-7pm Holidays: National holidays	Job: Waiter/Waitress Qualifications: No experience required Salary: Place of job: Lucky Restaurant (5 km from home) Working hours: 11am-9pm Holidays: N/A
Job: Hotel Staff Qualifications: Secondary school Salary: Place of job: Peace Hotel (in another city, 75 km from home) Working hours: 8:00am-6pm Holidays: National holidays	Job: Domestic Worker Qualifications: At least 15 years old Salary: Place of job: in Ulaanbaatar (60 km from home) Working hours: 7am to 7pm daily Holidays: National holidays

✂	✂
Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:
Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:
Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:

Social worker
School Teacher
Nurse
Nurse Assistant
Mechanic
Electrician
Youth Volunteer
Computer Technician
Office Assistant
Secretary
Receptionist
Cashier
Security Guard

Tour Guide
Make-up Artist
Assistant Hairdresser
Seamstress
Taxi Driver
Carpenter
Construction worker
Foreman
Store Clerk
Direct Salesperson
Bus Fare Collector
School janitor
Mobile phone center worker

Gardener
Housekeeper/Maid
Nanny
Elderly Caretaker
Cook
Assistant Cook
Family Driver
Singer/Dancer
Waiter/Waitress
Canteen worker
Dishwasher
Hotel Maid
Bellboy



Training Aid 10.2.2 B: Job Choice Analysis Sheet

Write down the job position and company/employer in the first column. For each job choice, list all points that you like in the second column and all points you dislike or feel not confident about in the second column.

Job Choice	Good Points	Bad Points
1.		
2.		
3.		

Exercise 10.2.3 Writing a Resume



Objectives

To learn how to write a job resume



Target Group

Youths and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

- One photocopy of the Practice Resume (Training Aid 9.2.3 B) for each participant
- Pens or pencils, enough for all participants



Training Aids

10.2.3 A: Sample Resume 10.2.3 B: Practice Resume



Session Plan Steps¹¹

1. Introduction – 10 minutes
2. Study an example of a resume – 20 minutes
3. Practice writing a resume – 30 minutes (or more)

Step 1 Introduction – 10 minutes

Introduce the idea of a resume:

- Ask participants what they need to bring with them when applying for a job. Participants may answer: name, address and contact number of the contact person, as well as important personal identification documents such as ID card, certificates of graduation and so on. At this point, if they do not mention a resume, add it to the list.
- Ask if anyone has written a resume or has seen one. Ask what a resume is. Briefly explain that a resume is a brief record of personal information that summarizes a person's qualifications for a job.

¹¹ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: The Job Search and Exercise: The Resume, pp. G-13-16.

Step 2 Study an example of a resume – 20 minutes

Distribute the Sample Resume (Training Aid 10.2.3 A) and ask what types of information are included in it. Go over the example resume with participants and make sure that they understand its basic components as follows:

- Name, address and contact information (telephone, fax, email)
- Education (grade levels completed, educational institutions, places and years)
- Work experience (job titles, company's names, employer's or supervisor's names, addresses, work periods)
- Work-related skills (in the employment field)
- Extra-curricular activities (volunteer work, social or cultural activities, club/association memberships)
- Honours or awards (for academic excellence or other accomplishments)
- Special skills (computer programmes, etc.)
- Language skills (list any functional language abilities)
- References (2-3 non-related persons who can give positive accounts about the applicant's character and job performance, such as teachers, former employers and people with good standing in the community who are not close relatives).

Ask the participants how a resume can be useful when applying for a job. Brainstorm with them briefly and conclude that a resume can be used:

- To convince the employer that you are a good candidate to fill a vacancy
- To be sent with a letter of job application and/or presented at the time of job application in person. A well-written resume can increase the chance of being called for an interview
- As a quick personal reference for yourself when writing a letter of application or filling out a job application form.



Tip for Trainers

Participants may indicate that people are often not selected for jobs on the basis of their skills, but because of family or personal connections with the employers. Trainers need to acknowledge this practice that can be widespread and problematic for newcomers or people without influential contacts. They also need to point out that modern employers want to have skilled workers and will not so easily take candidates because of relations and personal ties only.

Step 3 Practice writing a resume – 30 minutes or more

Distribute copies of blank Practice Resume (Training Aid 9.2.3. B) to all participants. Tell them that this resume form is a simple form designed for young graduates. They will use it to practice writing their own resume. Note that resume styles may be different for different organizations and different types of jobs.

Once the participants have completed filling in the practice resume, if time permits, ask for a few volunteers to share their resume. Point out good points and points for improvements in the volunteers' resumes. Ask other participants for comments to improve the resumes.

Summarize by pointing out that a good resume should:

- Be short, one page, at most two pages long
- Look attractive, neat and easy to read
- Give a clear and relevant information, highlighting important information only
- Show clear timeline, with clear dates and time periods of each activity
- Be free from misspellings and other typographical errors
- Be up-to-date.



Tip for Trainers

If possible and appropriate, trainers may ask participants to prepare a draft resume as home work or in advance to allow more time for the review of selected resumes during the session.



Training Aid 10.2.3 A: Sample Resume

Jargal Baatar

Songinokhairkhan district, khoroo # 9, street 15 , door#32

jargal@yahoo.com

Tel.: 94959696

Age: 30

Gender : female

Education:

2015, Manadakh University, BA in Accounting

2011, Chuhal Amjilt Training Center, cashier and book keeping courses

2000-2010, Gam Zam School

Work Experience:

2015- 2016, Accountant, Erdem (NGO)

2012-2015, Cashier, Minii Delguur Supermarket

Skills:

Computer programming (Basic)

Good organizational skills

Good time management

Driving (car, truck)

Chinese and Korean languages

Extra-Curricular Activities:

Community volunteer

Volleyball, basketball

Award

2014, Best Worker of the Year, Minii Delguur Supermarket

References:

Orgil Enkhbaatar, Director, Erdem NGO, 99994444

Enkhee Nyamsuren, Manager, Minii Delguur Supermarket, 99769575



Training Aid 10.2.3 B: Practice Resume

Name: _____

Address: _____

Telephone: _____ **Email:** _____

Sex: _____ **Date of Birth:** _____

Education (starting with the most recent first)

Date of attendance	School	City	Grade Point Average
--------------------	--------	------	---------------------

_____	_____	_____	_____
_____	_____	_____	_____

Work Experience (paid and unpaid work, starting with the most recent first)

Date	Company	Job Title/Duties
------	---------	------------------

_____	_____	_____
_____	_____	_____

Work-related Skills (skills used in the job, vocational skills received in training)

Extra-Curricular Activities (volunteer work, social activities, club/association membership)

Honours and Awards (for academic and other accomplishments)

Special Skills & Language Skills

References:

1. _____
2. _____
3. _____

Exercise 10.2.4 Writing a Job Application



Objectives

To practice writing a job application



Target Group

Youth and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Semi-circle seating with a large open space to walk around



Materials

- Job cards/advertisements (from Exercise 10.2.2)
- Participants' practice resumes (from Exercise 10.2.3, if available)
- 2-3 examples of actual job application forms used by businesses, employment agencies and employers for various types of jobs



Training Aid

10.2.4 A: Sample Job Application Form



Session Plan Steps¹²

1. Get to know job application forms – 10 minutes
2. Apply for a job in pairs – 20 minutes
3. Check each other's job application – 10 minutes
4. Discuss writing a job application – 20 minutes

Preparation

In advance of the session, collect at least 4-5 real job application forms for a diversity of actual jobs that are appropriate for the level and interest of participants. Make enough copies to share among participants (at least one for each participant). Also ask participants to bring their resumes to the session if they have done Exercise 10.2.3.

¹² Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: The Application, pp. G-10-12.

Step 1 Get to know job application forms – 10 minutes

Pass around 2-3 examples of actual job application forms to participants. (Make sure to have enough copies to pass around.) Ask participants what information they see in common in the various applications (e.g., biographical data, education, work experience, references).

Ask what they should do once they have chosen 3 or 4 types of jobs to apply for. Should they apply for all these jobs? Why? Why not? Explain that it is better to apply for more than one job to increase the chance of getting a job. They may find out about 'good' and 'bad' points of the different types of jobs they choose to apply for.

Step 2 Apply for a job in pairs – 20 minutes

Ask participants to pair up with another person in the group. Tell them that each pair will help each other in writing a job application. Give each pair two copies of the Sample Job Application Form (Training Aid 10.2.4 A). Ask the pairs to do the following:

- Share with one another what job each wants to apply for (and their resume if any)
- Individually fill in the application form, using the resume, if any.

Step 3 Check each other's job application – 10 minutes

Ask each pair to exchange their job application (and resume if any), and comment on their partner's application on the following points:

- Is the application complete? If not, what is missing and why?
- Is the application clean or are there crossed mistakes and ink smudges?
- Is the handwriting legible and easy to read?

Step 4 Discuss writing a job application – 20 minutes

Ask the large group what kinds of problems happened in writing a job application. Discuss:

- What do they do if a mistake is already made with a pen and cannot be erased? Cross the word out?
- What if they got the dates mixed up?
- They do not have references they can think of right now.

Point out that it is very important that the completed job application form looks neat. It is best to make a draft first, and check the details before filling in the form. Mistakes are difficult to erase when the job application form has already been written in ink. If the mistakes are not major, the applicant may neatly cross the words out and write the correct words, or white out the mistake and paint over the words. If the mistakes are major, it is better to ask for a new blank form. These problems can be prevented if the applicant prepares a draft first or has prepared key information in writing beforehand or has all details ready in the resume for a job application.

Ask participants who included references, why they did so? Emphasize the importance of having references of employment. References are very important not only for high-level jobs, but for all jobs. From the perspective of employers good words from other people, particularly previous employers, about the applicants weigh more than the good words from the applicants

themselves. Employers will ask for references especially if an applicant has worked in the same type of job for a period of time. It is therefore very important to always ask previous and current employers for reference letters (that say you are a good and reliable worker) or at least a letter of employment certifying that you have worked for the employer for a period. If letters are not possible, at least inform the previous/current employers that you are looking for a new job and ask if you may give their names and phone numbers as references.

Summarize the exercise by emphasizing the following points:

- Always prepare key information before applying for a job. Key information includes:
 - Personal data (e.g., name, sex, date of birth, ID number, address, telephone number)
 - Education history (e.g., institutions attended, dates attended, names of diploma's)
 - Employment history (e.g., names, addresses and telephone numbers of previous and current employers, dates of employment, reason for leaving the jobs)
 - Name and contact information of at least 2-3 references.
- A job application should be neat, clean, easy-to-read and complete.
- If some questions do not apply to the applicant, the applicant should write down 'not applicable' or write down a dash (-) to indicate that the questions have been read and no relevant information can be given.
- If there is information that cannot be given at the time of writing the application, the applicant should inform the potential employer that s/he will forward the requested information as soon as it is obtained by fax, email, letter, telegram or telephone. Be sure to do so as soon as possible.
- When going to a job application interview or event, always bring originals and photocopies of important documents, such as ID card, driver's license, house registration, school diplomas, and previous employment or reference letters. You can show the original documents for verification, but make sure that they are returned to you immediately. NEVER leave original documents with others as they may get lost or in a worse case some unscrupulous people can use them for illegal purposes which can cause you serious problems.



Training Aid 10.2.4 A: Sample Job Application Form

Date: _____

Name of applicant: _____

Current address: _____

Telephone: _____ **Fax:** _____ **Email:** _____

Sex: _____ **Date of birth:** _____ **ID number:** _____

Position applying for: _____ **Starting date:** _____

Are you currently employed?: _____ **Yes** _____ **No**

If yes: provide name and address of employer: _____

Education: (please provide information on the last two educational institutions you attended)

Date (from – to)	Name of institution, city	Grade/Degree level	Did you graduate?
_____	_____	_____	_____
_____	_____	_____	_____

Employment history:

Date (from – to)	Employer's name & address	Telephone	Reason for leaving
_____	_____	_____	_____
_____	_____	_____	_____

References: (please provide 3 persons unrelated to you and their contact details)

	Name	Relationship	Address	Telephone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Exercise 10.2.5 Job Interview



Objectives

To learn how to prepare for and practice doing a job interview



Target Group

Youth and adults, 15 years and older



Duration

60-90 minutes



Seating Arrangements

Semi-circle seating with a large open space to walk around



Materials

Flipchart paper and markers



Training Aid

10.2.5 A: Job Interview Tips



Session Plan Steps¹³

1. The importance of job interviews – 10 minutes
2. Job interview role play or guest speaker – 20 minutes
3. Job interview practice – 30-60 minutes



Tip for Trainers

If possible, tell participants in advance (ideally a day before) that they will do job interviews in this session and that they need to appear at the training, as if they were going to a real job interview.

Step 1 The importance of job interviews – 10 minutes

Brainstorm about the importance of a job interview. Summarize the discussion as follows:

- The job interview is a most important (and sometimes the final) step in applying for a job. It is not just a simple 'showing your face to' or 'having a chat' with the potential employer. When you are called for an interview after putting in an application, it usually means that the

¹³ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Interviewing for a Job, p. G-17-19.

employer is interested to know more about you. For an employer, an interview is a chance to determine whether a candidate is right for the job.

- For an applicant, an interview is a chance to show your knowledge and skills, character and personality, and to convince the potential employer that you are the best person for the job. You can also take the opportunity to ask questions about the job and the workplace to assess whether you would like the job and the workplace. Are you treated with respect? Are the questions asked of you work-related or is there too much in your personal details?
- In today's job market, there are usually many candidates for the same jobs. Having good qualifications is necessary but may not be enough to get you a good job. The person who performs best in an interview will likely get the job.

Step 2 Job interview role play or guest speaker – 20 minutes

Trainers can choose one of the two ways given below to start the discussion on how to prepare for a job interview.

- First, a pair of trainers may do two brief role plays of a bad job interview (see Training Aid 10.2.5 A) and a good job interview and ask participants to point out the bad points and good points. From the role plays encourage participants to develop a list of interview Do's and Don'ts on a flipchart or board.
- Second, trainers may invite a guest speaker who is an employer or a person who can discuss how to conduct good job interviews. Role plays of good and bad interviews can also be done by the guest speaker as employer and trainers as job applicants. A list of Do's and Don'ts can be similarly developed with participants.

Check the list of interview Do's and Don'ts against the Job Interview Tips (Training Aid 10.2.5 A) and make sure to add the ones that are missing from the participants' list. After the discussion, distribute a copy of the job interview tips to participants.

Step 3 Job interview practice – 30-60 minutes

Ask a few volunteers to practice interviewing for the job they would like to apply for in a role play with the trainers or with the guest speaker (using their selected job cards or job advertisements from Exercise 10.2.2, if available). After each interview, ask the volunteers:

- How did you feel?
- What did you do right?
- What did you do wrong?

Also, have a round of comments from other participants, asking about:

- Verbal communication
- Non-verbal communication
- Appearance of the interviewee.

Ask participants how they dressed up for this job interview exercise:

- What did you wear?
- Did you use jewelry/glasses?
- Did you show or hide your tattoo?
- Do you think appearance makes a difference? How so?

In conclusion, emphasize the importance of doing well in a job interview and discuss the following points:

- Most people looking for a job go through several job interviews in their lives.
- Communication and presentation skills come with practice.
- A successful interview is often a well-prepared interview.
- Doing actual or mock interviews is a good way to learn how to cope with your nerves and present yourself well even if you are nervous.



Tip for Trainers

If the mock interviews are useful and desirable for participants, trainers may arrange to have a longer mock interview session to allow more participants to have a chance to practice.



Training Aid 10.2.5 A: Job Interview Tips

Preparation

- Gather all important documents and information and make photocopies of key documents, such as:
 - ID card or passport, driver's license, house registration
 - Address, telephone numbers and other contact information
 - School diplomas and any other educational or job training certificates
 - Employment/reference letters or names and contact information of 2-3 references.
- Practice answering questions expected to be asked in the interview. Questions often asked in job interviews include:
 - How did you know about this job?
 - Why are you applying for this job?
 - Tell me about your past job experience.
 - Why/under what circumstance did you leave your last job?
 - What are your strengths? / What do you think you can do very well in this job?
 - What are your weaknesses? / What do you like least about this job?
 - How long are you planning to work in this job, if it is offered to you?
 - When can you start?
- Choose a clean and nice outfit, appropriate for the type of job applied for. If unsure about what is appropriate, always choose a conservative attire over a fashionable one.
- Bring a pen because you will likely be asked to fill out some form at the interview. Also bring some paper, so you can write the questions down, if an interviewer asks more than one question at the same time.
- Think in advance about how to go to the interview and make sure you arrive neatly (not wet or sweaty). Always allow more time than usual to make sure you can get to the interview at least 10 minutes early. Never be late (but if you think you will be late, do call to inform the interviewer and apologize about being late.)

At the Interview

- Greet the interviewer(s) with an appropriate greeting and politely introduce yourself. Smile. Be friendly but not too friendly.
- Answer the questions clearly and confidently. Be to the point but also try to get the cues from the interviewer when s/he wants you to give a longer answer or explanation.
- Maintain a positive attitude. Be yourself. You want the job but there is no need to overact or over-impress the interviewer by being too 'cool' or fancy.

- The goal of the interview is to show the interviewer that you are the best person for the job. So tell him or her what skills, strengths and experience you can bring to the job.
- If you do not know the answer to a question, do not make it up. It is okay to say “I’m sorry I don’t know” and tell them other related things that you know instead.
- If you are not sure you understand a question, do not guess. It is quite common that interviewers ask complicated questions. Or you may have a black-out, because you are nervous. In such cases, ask the interviewer to repeat the question.
- It is also good to ask a few questions about the job or the company at the end of the interview. Think of one or more appropriate questions beforehand. Many employers like interviewees who ask questions.
- Be focused on the interview. Don’t look at your mobile phone, check your Facebook or other things on the Internet, or check your watch during the interview
- Always thank the interviewer for calling you for an interview and say you hope to hear from him or her soon.

Sources for Further Reading

All China Women's Federation, Sichuan Women's Federation & UNICEF, *Xiao Fang Goes to Town: Anti-Trafficking Participatory Training Manual*.

ILO, *Gender and Entrepreneurship Together: GET Ahead for Women Enterprise Training Package and Resource Kit (GET Ahead Package)*, ILO: Bangkok, 2008.

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Street*, Thai Red Cross Aids Research Centre: Bangkok, 2000.

Gender Equality Promotion (GENPROM), *An Information Guide on Preventing Discrimination, Exploitation and Abuse of Women Migrant Workers*, ILO: Geneva, 2003.

Global Alliance Against Traffic in Women (GAATW), *The Migrating Woman's Handbook*, GAATW: Bangkok, 1999.

ILO, *General principles and operational guidelines for fair recruitment & Definition of recruitment fees and related costs*, Fundamental Principles and Rights at Work Branch, Labour Migration Branch, ILO: Geneva, 2019.

ILO, *Money and Migration: Smart Guide for Migrant Workers*, ILO: Bangkok, 2011.

ILO, *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation* by ILO, International Programme on the Elimination of Child Labour (IPEC), ILO: Geneva, 2009.

ILO and Ministry of Labour, Invalids and Social Affairs, *Gender Equality and Life Skills, Training Package for Young Women and Men in Viet Nam*, ILO: Hanoi and Geneva, 2004.

Terhorst, Rosalinda, Haspels, Nelien, Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEOW), *Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual-Cambodia)*, ILO: Bangkok, 2004.

US Department of State, *2019 Trafficking in Persons Report: Mongolia*, <https://mn.usembassy.gov/our-relationship/official-reports/2019-trafficking-persons-report/>

List of Games and Picture Cards

- TA 10.1.2 A: Migration Snake and Ladder Game Board (provided separately)**
- TA 10.1.4 D: My Journey and the Magic Key Game: Board (provided separately)**
- TA 10.1.4 F: My Journey and the Magic Key Game: Situation Cards (40 cards)**

3-R Trainers' Kit

**Rights, Responsibilities and Representation
For Children, Youth and Families**

Module 10: A Smart Migrant and Job Seeker

Produced under the framework of the *ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2*, with the financial assistance of the European Union. The views expressed herein can in no ways be taken to reflect the official opinions of the European Union.

For more details: www.ilo.org/mongolia