

Rights
Responsibilities
Representation



3-R
Trainers'
Kit

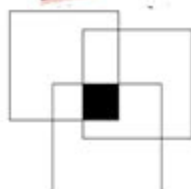


International
Labour
Organization

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Supporting Life Skills in Myanmar

Module 10: A Smart Migrant and Job Seeker



3-R Trainers' Kit

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Rights, Responsibilities and Representation

Supporting Life Skills in Myanmar

Module 10: A Smart Migrant and Job Seeker

Fundamental Principles and Rights at Work Branch
International Labour Organization

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■ MODULE 10

A SMART MIGRANT AND JOB SEEKER

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

3-R
MODULE 10
OVERVIEW

UNIT 10.1 A SMART MIGRANT	OBJECTIVES	TIME
Exercise 10.1.1 Smart Money Habits for Success in Migration	- To find out how much you know about money and migration - To identify money habits for achieving migration and life goals	50 mins
Exercise 10.1.2 Migration Snake and Ladder Game	To explore different scenarios, benefits and risks of migration for work	70 mins
Exercise 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
Exercise 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
Exercise 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
Exercise 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
Exercise 10.2.3 Writing a Resume	To learn how to write a job resume	60 mins

Exercise 10.2.4 Writing a Job Application	To practice writing a job application	60 mins
Exercise 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 50 MINUTES – 14 HOURS		

■ UNIT 10.1 A SMART MIGRANT



CONTENTS

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 Smart Money Habits for Success in 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 Friend or Foe
- 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

Exercises 10.1.1. Smart Money Habits for Success in 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 SMART MONEY HABITS FOR SUCCESS IN MIGRATION¹



OBJECTIVES

- To find out how much you know about money and 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 AID

10.1.1 A: Money and Migration Quiz

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, and can also be used to test what participants have learned at the end of that module.



SESSION PLAN STEPS

1. Money and Migration Quiz – 20 minutes
2. Check the quiz score – 15 minutes
3. Identify smart money habits for successful migration – 15 minutes

PREPARATION

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

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

STEP 1 MONEY AND MIGRATION QUIZ – 20 MINUTES

Tell participants that they will find out how much they know about managing their money with success and learn about money habits which will help them to achieve their goals in life.

Introduce the quiz on money and migration: Some migrant workers make good money and see their goals in life come true, but many do not succeed. In the quiz they will find out how much they know about money and migration.

Distribute the quiz, ask participants to 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.

**Tip for Trainers**

If participants are not literate, read out the questions and the multiple choice answers one by one. Show them how to circle A, B or C on the flipchart and ask them to complete the quiz.

STEP 2 CHECK THE QUIZ SCORE – 20 MINUTES

When participants are ready, give them the scoring table (Training Aid 10.1.1 B), and ask everybody to calculate their score. 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 to learn more about smart money management, otherwise they may run into money troubles. They need to learn a lot more about money management as well as how to migrate safely.
- Those with an indifferent face know the some basics of money and migration to help them making smart decisions but need improve on their money management if they want to be a successful migrant.
- Congratulate those with a happy face. Say they know quite a lot already about money management and 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 – 25 MINUTES

Tell participants we are now ready to identify smart money habits. Start a brainstorming exercise, writing the answers of participants on a flipchart or board. After 10 minutes, using Training Aid 10.1.1 C, highlight the smart money habits mentioned by participants and add any missing ones from Training Aid 10.1.1 C. Then conclude:

- Learn about the costs of migration before deciding to migrate. A smart preparation increases a chance of a success in migration.
- 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.



TRAINING AID 10.1.1 A: MONEY AND MIGRATION QUIZ

1. If your father asks you to migrate and work in the city, would you:
 - a) 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) No. I want to learn more!
3. Is migration free?
 - a) Never.
 - b) Sometimes.
 - c) Yes. The costs are always paid by your employer or broker.
4. Do you keep a budget?
 - a) Yes. Regularly.
 - b) No. What is a budget?
 - c) No. But I know what a budget is.
5. If you sign a 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 your expenses.
 - c) Borrow money from a friend when you need it.
7. Have you ever been to a bank?
 - a) Never. No one in my family has ever had a bank account.
 - b) No. But I plan to go.
 - c) Yes! I have a savings account.
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

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MODULE 10
UNIT 10.1

Question 1	Question 2	Question 3	Question 4	Question 5
A = 0	A = 3	A = 3	A = 3	A = 0
B = 3	B = 0	B = 0	B = 0	B = 3
C = =	C = 2	C = 0	C = 1	C = 1
Question 6	Question 7	Question 8	Question 9	Question 10
A = 0	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 money management. Before you decide to migrate you need to learn to manage your money. You are at risk of being cheated, running out of money, or even accepting a job that is dangerous for your health and future. Make sure to learn more about smart money habits.

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

Score = 11 – 20 Getting better!

You know a bit about money and 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 smart money habits.

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

Score = 21 – 30 You are a Superstar!

You already know a lot about money and migration. You have made a 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

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
Briefing Note: Risks of Migration



SESSION PLAN STEPS

1. Play the game – 35 minutes
2. Share the game experience – 30 minutes
3. Round up – 5 minutes

STEP 1 ▶ **PLAY THE GAME – 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 game has gone on for 30 minutes.

STEP 2 ▶ **SHARE THE GAME EXPERIENCE – 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

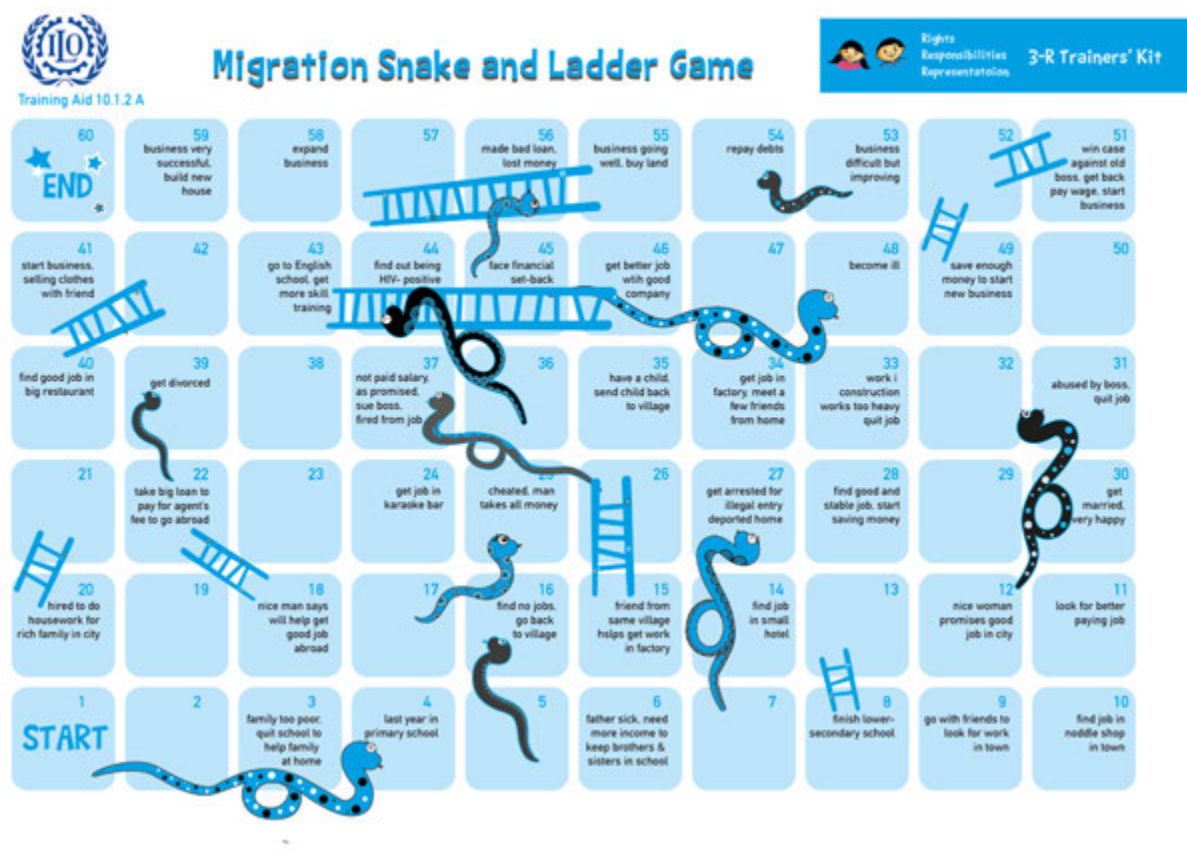
Conclude the exercise by emphasizing the following points:

- 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 game board is available separately in A-3 size at the end of this booklet and in a digital file on the ILO-Yangon website. Make one copy for each group.





BRIEFING NOTE: RISKS OF MIGRATION

3-R
MODULE 10
UNIT 10.1

MIGRATION STAGES	RISKS AT DIFFERENT STAGES OF MIGRATION
Recruitment & predeparture	• 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

MIGRATION STAGES	RISKS AT DIFFERENT STAGES OF MIGRATION
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

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

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 Myanmar 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**3-R
MODULE 10
UNIT 10.1

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 or being smart. If a job offer in another place sounds too good to be true, it probably is. Not everybody has good intentions.



TRAINING AID 10.1.3 A: COMMON TRAFFICKING STORIES

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

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1. At a bus station, a nice man or woman offers to take a new arriving migrant to a good job.

-----✂-----

2. A neighbour returns home after several years. She must have done well, considering her nice clothes, the big gold earrings and necklaces, her expensive watch and her latest-model mobile phone. She tells about a job in the city that pays unbelievably well. She says she represents an employer in the city and that many people from another village have already decided to go. Interested young people must hurry because there are limited vacancies.

-----✂-----

3. A woman from another village is known to be a matchmaker. She comes to the village looking for a wife for a man who lives just across the border. She says the man is very nice. He will pay the bride price to the family and promises to take very good care of his wife.

-----✂-----

4. A man comes into town and puts out the word that he is looking for able-bodied construction workers in a richer country. Interested persons need to put in a deposit to secure a job. All necessary procedures of getting a passport, emigration and immigration papers, skills certificates and a medical exam will be taken care of by his agency. Several people put in the deposit but nothing happens.

-----✂-----

5. A poor family decided to send their 10-year-old son to a teashop in town. The teashop owner gives the family 6-month advance salary and the boy starts working in the teashop. After 2 months, his parents come to the teashop and tell the owner that the boy has to return home because his grandfather is very ill. However, they take him to another teashop and get another 6-month advance salary and the boy starts working in the new teashop.

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6. 'X', 16 year old, was promised a job as a domestic worker for a rich family in the city. The family is indeed rich. The travel to the family was uneventful, but soon after 'X' arrived in the family compound, 'X' realizes that she needs to do more than housekeeping, including giving massage and other things for the man of the house. She hates doing that type of things and feels dirty, but she feels she has no choice. 'X' is not allowed to leave the house. The mistress hates her and likes to beat her.

-----✂-----

7. A 12-year-old boy named 'Y' came along with other kids to work in a factory. 'Y' and family had been told that 'Y' would work in a factory owned by a good man. 'Y' would have all meals at the factory and a place to stay free of charge, and would have enough money to send home. It has been six months, 'Y' and friends have never been paid, although they have enough food to eat and a place to sleep, which is a room attached to the workplace. When 'Y' and others ask about the salary, the supervisor always says that the owner paid a lot of money to bring them to the factory, so they will have to work to pay that debt off first. 'Y' has no idea how much he owes the factory owner. The supervisor of the factory makes 'Y' and friends work everyday, 10-12 hours a day, and sometimes even 14-16 hours a day. There is no place to play and hang out. Like all other kids working there, 'Y' and friends are not allowed to go outside the factory. 'Y' misses his family and worries that they must be worried about him.

8. 'Z' goes abroad to be married to a man in a neighbouring country where living standards are higher. A week after the marriage she is told that they will travel to a rich country. 'Z' is given a new (false) passport of her husband's nationality because her husband says she will have no chance of getting a visa to the rich country on her own passport. Her husband accompanies her on her trip. Upon arrival in the new country, 'Z's' husband just disappears and 'Z's' passport is taken away by the employer. The employer forces 'Z' to 'entertain' customers at his tea house. 'Z' has no way to go home because she has neither her own nor her new passport.

9. 'R' lives in the city with her parents, brothers and sisters. She helps her parents who sell food on the streets. She dropped out of school at 14 years old as she was not interested in studying. She likes to go to the market, if she has some money and hopes to fall in love with a rich sweetheart. One night she meets a handsome young guy from a neighbouring country and she falls in love with him. After dating for two months he wants to take her to his hometown, which is a busy seaport. Upon arrival it turns out that he does not have a job or a family. 'R' and her boyfriend live happily together in a cheap rented room. Then he asks her to earn money by sleeping with other men.

10. A well-to-do couple living in big city has been trying to have a son for so many years. They already have a 6 year old daughter and are determined that their second child must be a son. Unfortunately the doctor has told the couple that the wife should not become pregnant again after three abortions that were done when the couple found out (illegally) that the babies were going to be female. The doctor said she could die from another pregnancy. Meanwhile another not so well-to-do family living in a rural province in the same country is lucky to have a son and a daughter. But one day, their two-year-old son is abducted. The rural family is devastated. In the city the well-to-do couple is overjoyed that finally they are having a son from adoption—a cute and healthy two-year-old son for whom they have paid a lot of money.



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 against their will. Examples: people who are brought to the city against their will to work in factories for a very low wage or for a meal only. 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 children and or women initially have 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." For IPEC operations, ILO has developed an operational breakdown of this definition that spells out child trafficking and exploitation as follows:³

Child trafficking: Elements defined for the purpose of IPEC 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**

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.

- **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 or war
- illiteracy/ignorance/lack of awareness among people
- lack of community support network
- discrimination on the basis of sex and/or ethnicity
- inequality between men and women, boys and girls 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 lovers and husbands/wives. 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

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

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 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 land forms of 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 Myanmar⁵

Myanmar is predominantly a source country for men, women and children trafficked for the purposes of forced labour and commercial sexual exploitation. Poor socio-economic development in Myanmar has led large numbers of nationals to migrate in search of improved livelihood opportunities. It is estimated that up to 4 million Myanmar migrants are working in Thailand, in a range of sectors, often undocumented. Irregular migration routinely places migrants at increased risk of exploitation, with victims being trafficked throughout East Asia, but also further abroad to the Middle East and North America.

Trafficking victims from Myanmar may be men, women and/or children of various ages, though primarily from poor socio-economic backgrounds with unreliable employment prospects. Young women and girls who are either unemployed or have low incomes are particularly vulnerable to being trafficked as they are targeted and deceived by brokers into believing that better job opportunities and wages exist for them abroad. The majority of identified human trafficking cases involve the trafficking of women to China from various regions of the country, primarily for marriage. Victims come from across the country, however increased vulnerability is associated with populations from conflict areas.

Young girls are often trafficked for sexual exploitation by working initially in the entertainment industry such as in karaoke lounges or massage parlours. Internal trafficking of women and girls occurs primarily from villages in the central dry zone areas and Delta (Ayeyarwaddy Division) to urban centers with other transportation and economic hubs such as truck stops, fishing villages, border towns and mining areas. Conversely, men are often subjected to situations of forced labour in the fishing and construction industries.

While limited data exists, there are indications that it is generally small, or family-based groups who engage in brokering and trafficking, with linkages in destination sites with both Myanmar and non-Myanmar criminals. Perpetrators often operate as private entities by exploiting vulnerable persons in tea shops, home industries, agricultural plantations, within the fishing industry and for forced begging. Significant levels of corruption also contributes to the trafficking situation in Myanmar, creating further difficulties for anti-trafficking actors in the region. Fraudulent recruitment agencies and criminal gangs are active perpetrators in the trafficking of Myanmar nationals, and many victims are sold into exploitative situations by their own community members and relatives.

⁵Source: United Nations Action for Cooperation against Trafficking in Persons (UN-ACT), <http://unact.org/countries/myanmar/> (accessed 30 January 2017).

National trafficking trends:

- Myanmar is primarily a source and transit country for human trafficking to neighbouring countries.
- Trafficking to China is primarily of girls and young women for marriage.
- Trafficking to Thailand and Malaysia often starts as labour migration, with migrants ending up at the destination in situations of forced labour in factories, plantations, fishing boats, domestic servitude, commercial sexual exploitation and begging.
- Recent ethnic conflicts have contributed to the number of impoverished and desperate persons vulnerable to exploitation.
- Some research suggests that as many as one-third of Myanmar's population have migrated between urban and rural areas within their lifetime.
- Myanmar children are particularly vulnerable to exploitation through street hawking and begging.
- Trends of internal trafficking are coming to light.

11. Anti-trafficking legal mechanisms in Myanmar⁶

Trafficking in persons for sexual and labour exploitation is prohibited by the Anti Trafficking in Persons Law (2005) of the Union of Myanmar, which prescribes serious criminal penalties for violations. The law imposes higher penalties for trafficking of women, children and youth (10 years to life imprisonment), and provides special protection for trafficked victims who are women, children and youth. In this law, 'child' means "a person who has not attained the age of 16 years," and 'youth' means "a person who has attained the age of 16 years but has not attained the age of 18 years." Additionally, under Section 374 of the Penal Code the recruitment of children into the army is a criminal offence, liable to imprisonment for up to one year, or a fine, or both. Current anti-trafficking mechanisms in Myanmar includes:

- Anti-trafficking Unit (ATU) established in 2004 with Anti-Trafficking Task Forces (ATTFs)
- Coordinated Mekong Ministerial Initiative against Trafficking (COMMIT) Task Force (2005), with UN-ACT as secretariat • Five Year National Plan of Action to Combat Human Trafficking was brought into effect in 2007
- Central Body for Suppression of Trafficking in Persons (CBTIP) (Ministry of Home Affairs)
- Border Cooperation on Anti-Trafficking in Persons (BCATIP) mechanisms with Thailand and Border Liaison Offices (BLOs) with China were also established to support coordination in cross-border cases
- Action Plan on Forced Labour agreed upon between Myanmar government and International Labor Organization (ILO) • Anti-Trafficking in Persons Division created in 2013 (ATIP under CBTIP).

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.

⁶Ibid; Database of Legislation, Myanmar: The Anti Trafficking in Persons Law, United Nations Office of Drugs and Crime (UNODC), https://www.unodc.org/cld/en/legislation/mmr/the_anti_trafficking_in_persons_law/chapter_i-ix/article_133/the_anti_trafficking_in_persons_law.html (accessed 30 January 2017).

■ 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**

3-R
MODULE 10
UNIT 10.1

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

- 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.

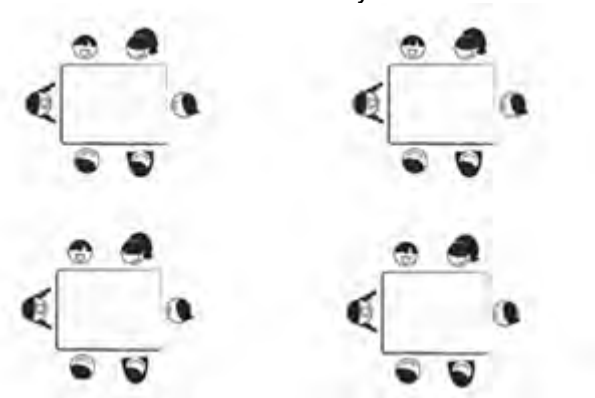
Although the Magic Key is very powerful but can be used only once, so it should be used with great consideration.

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. Players (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 (as included in the Kit) is ideal.

Board Game Style

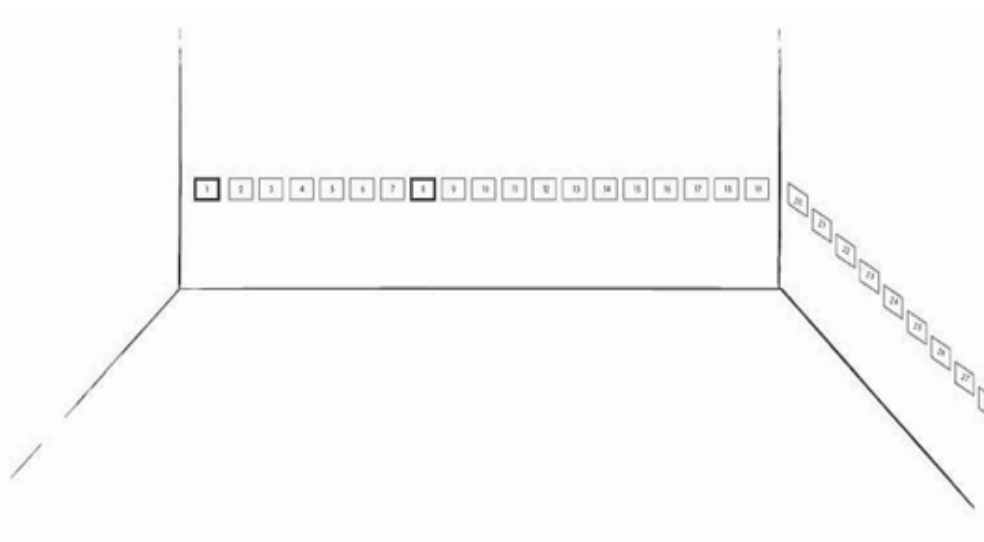


⁷ The Magic Key idea is inspired by a Philip Pullman's youth fantasy novel *The Subtle Knife in His Dark Materials Trilogy* (Random House, 1997).

- **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, which are provided separately in A-4 size in Book 7. It is best to enlarge them into A-3 size for easy viewing. 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.

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 pt	 1 pt	 1 pt	 1 pt
 1 pt	 1 pt	 1 pt	 1 pt
 1 pt	 1 pt	 5 pt	 5 pt
 5 pt	 5 pt	 10 pt	 10 pt
 10 pt	 10 pt	 10	 20 pt
 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

3-R
MODULE 10
UNIT 10.1

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 pts) - 1 plot of land - 1 phone number of friend - 1 phone number of relative - 1 Magic Key ✂	✂ Coupon 2 - money (10 pts) - 1 ID card - 1 phone number of friend - 1 phone number of NGO - 1 job training scholarship - 1 Magic Key ✂
✂ Coupon 3 - money (15 pts) - 1 ID card - 1 phone number of Labour Office - 1 phone number of NGO - 1 Magic Key ✂	✂ Coupon 4 - money (20 pts) - 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 pts) - 1 plot of land - 1 phone number of relative - 1 passport - 1 visa - 1 work permit - 1 Magic Key ✂	✂ Coupon 6 - money (30 pts) - 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 A-3 size at the end of this booklet and in a digital file on the ILO-Yangon website. Make one photocopy for each group.





TRAINING AID 10.1.4 E: MY JOURNEY AND THE MAGIC KEY GAME: RULES

3-R
MODULE 10
UNIT 10.1

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

3-R
MODULE 10
UNIT 10.1

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



Situation 0: You are at home. There are very few jobs and things to do in your village. 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.



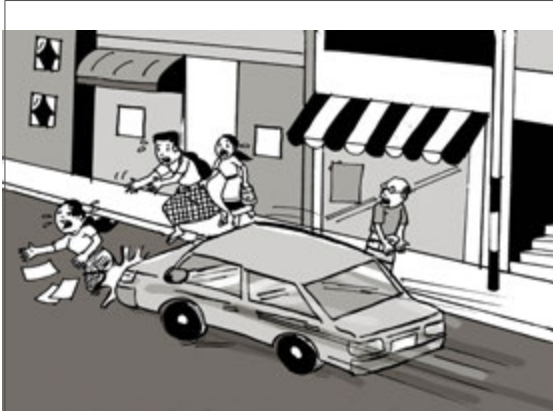
Situation 9: You have got a few job leads.



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 housing compound.



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 card.



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) duck 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.



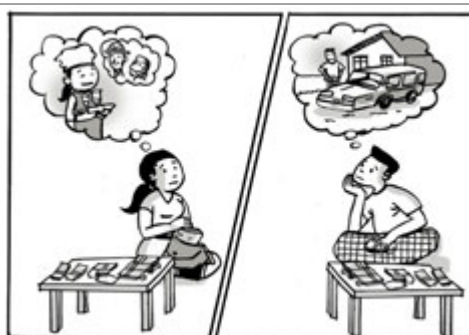
Situation 26: You now have a good amount of savings (earned 30 pts).



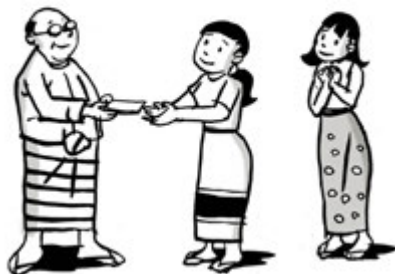
Situation 27: Your mother is very ill. She needs to go to the hospital but the family does not have enough money. You have very little savings left.



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 disease. 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 1: You have decided to go to a big city to look for work. 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 housing compound. 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 card. 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 14: At an employment agency for jobs overseas, you see 3 job vacancies: (1) waitress, (2) construction, and (3) duck 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 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 16: You finally found a job in a noodlemaking 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 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 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 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 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 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 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 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) → 24	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 31: You have a serious sexually transmitted disease. 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 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 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 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 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

3-R
MODULE 10
UNIT 10.1

You are being asked by your village's (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 village may turn out to be not really trustworthy. More reliable sources are the Ministry of Labour, Ministry of Foreign Affairs, or accredited nongovernmental 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. 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.

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)

- 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.

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.

■ UNIT 10.2 A SMART JOB SEEKER



CONTENTS

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

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 AID**

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 brain storming, make a list of job choices for the group to use in the next steps.

STEP 2 MY IDEAL JOB PROFILE – 20 MINUTES⁹

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.

⁹ 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
Farming/Agriculture: Rice farmer Vegetable farmer Fisherman Rubber plantation worker _____ _____ Business: Food vendor Noodles shop owner Hair dresser Dressmaker, seamstress Motorbike repair Retail salesperson Teashop owner _____ _____ Public Service: Teacher Nurse, doctor, medical technician Social worker Forestry official _____ Others: Bricklayer Construction worker Carpenter Handicrafts maker Painter, artist Tour guide _____ _____	Farming/Agriculture: Fruit picker Fisherman Miner _____ _____ Business: Food vendor Teashop owner Retail salesperson Waiter/waitress Hair dresser, make-up artist Dressmaker Mechanic (auto/motorbike repair) Accountant Factory worker Computer technician Mobile phone service center worker _____ Public Service: Teacher Nurse, doctor, medical technician Social worker Soldier Forestry official _____ Others: Bell boy Hotel maid Cook Bartender Gardener 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

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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. List names: _____

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

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



TRAINING AID

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

PREPARATION¹⁰

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 MINUTES¹¹**

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:

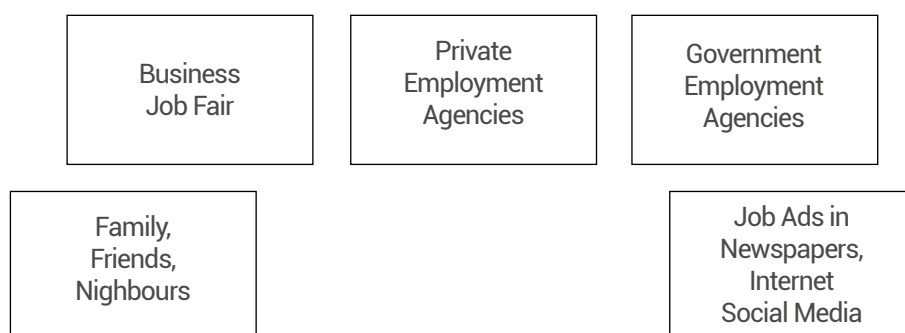
- Family, relatives
- Friends, relatives of friends
- Neighbours
- Teachers
- Business owners, employees and personnel departments of businesses and offices
- Former employers
- Job notice boards in community or public areas
- Private employment agencies
- Government-sponsored employment agencies
- Classified 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.

¹⁰ The job cards idea is expanded from: Xiao Feng Goes to Town: Anti-trafficking Participatory Training Manual by ACWF, SWF & UNICEF, Chapter 2 "Do you know what kind of job you could get in town?".

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, Where do I begin?, p. G-4-7.



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**3-R
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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.

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 you 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 Maid Qualifications: Primary school Salary: Place of job: Peace Hotel ' (in another city, 75 km from home) Working hours: 8:00am-6pm Holidays: National holidays	Job: Bellboy Qualifications: Primary school Salary: Place of job: Peace Hotel (in another city, 75 km from home) Working hours: 8:00pm-6am (night shift) 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:

POSSIBLE JOBS

Social worker	Tour Guide	Gardener
School Teacher	Make-up Artist	Housekeeper/Maid
Nurse	Assistant Hairdresser	Nanny
Nurse Assistant	Seamstress	Elderly Caretaker
Mechanic	Taxi Driver	Cook
Electrician	Carpenter	Assistant Cook
Youth Volunteer	Construction worker	Family Driver
Computer Technician	Foreman	Singer/Dancer
Office Assistant	Store Clerk	Waiter/Waitress
Secretary	Direct Salesperson	Teashop worker
Receptionist	Bus Fare Collector	Hotel Maid
Cashier	School janitor	Bellboy
Security Guard	Mobile phone center worker	

**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.

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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 AID**

10.2.3 A: Example Resume
10.2.3 B: Practice Resume

**SESSION PLAN STEPS¹²**

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

¹² 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 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.

STEP 2 ▶ **STUDY AN EXAMPLE OF A RESUME – 20 MINUTES**

Distribute the Example 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: EXAMPLE RESUME

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Myint Aung

No. 200, Happy Lane, Wonderful District, Near Mountain City, Exciting Province 10020

Telephone: 10-100-1001 Email: myint.aung@me.com

Sex: Female

Age: 20

Education

Date of attendance	School	City	Grade Point Average
June 2014 – Apr 2016	Mountain Technical College	Near Mountain	3.29
June 2011 – Mar 2014	Wonderful Secondary School	Near Mountain	2.97

Work Experience

Date	Company	Job Title/Duties
Apr 2015 - present	Happy Supermarket	Part-time cashier
Apr 15 – June 15, 2016	Honest Accounting Co.	Clerk/filing and assisting in other office duties

Work Related Skills

- Excellent in using accounting programme
- Good administrative skills
- 45 wpm typing
- Excellent client relations skills

Extra-Curricular Activities

2014 – present Treasurer of Wonderful District Youth Assoc., Volunteer in AIDS awareness campaign 2013 – 2014 Football Player in Happy Lane Team

Honors and Awards

- Silver Medal for Academic Excellence, Mountain Technical College, 2015
- Youth of the Year, Wonderful District, 2016

Special Skills & Language Skills

- Good computer and Internet skills
- Burmese mother tongue; Good knowledge of English and Chinese

References:

1. Ms. Nang Sao, Teacher, Mountain Technical College, Exciting Province, Tel. 10-100-1550
2. Mr. Chit Hliang, Manager, Happy Supermarket, Wonderful District, Near Mountain City, Exciting Province, 10020, Tel. 10-100-2000
3. Ms. Aye Hla, Head Accountant, Honest Accounting Co., Exciting Province 10020 Tel. 10-200-4000



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: Example Job Application Form



SESSION PLAN STEPS¹³

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.

¹³ 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 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: EXAMPLE 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 STEPS¹⁴

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.

¹⁴ 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 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 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.

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