



FCJ Youth & Access To Education Programmming; and Anti-Human Trafficking Awareness & Engagement



Presented by
FCJ Refugee Centre Youth Team



Part 1: Youth Programming; and Access To Education - Secondary & Post-Secondary

Presented by:

Stefan Enrique Joseph Kallikaden, Youth & Access To Education Coordinator

Natalia Mercado Salazar, Youth Support Worker

This presentation is thanks to the support of



LAND ACKNOWLEDGEMENT

The land we are standing on today is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Huron-Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples.

We also acknowledge that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit, and the Williams Treaty signed with multiple Mississaugas and Chippewa bands.

OVERVIEW

- Land Acknowledgement
- FCJ Refugee Centre
- FCJ Youth Network
- Education System in Canada - Ontario Education Act
- Secondary School Pathways
- Post-Secondary Pathways
- Current Advocacy Efforts



FCJ Refugee Centre

Walking With Uprooted People

Who We Are

- We are a non-profit organization which serves refugees and others at risk due to their immigration status
- We welcome anyone asking for information, counsel and support regarding these issues.
- We address systemic issues that newly arrived refugee claimants and persons with precarious immigrations status face in Canada including lack of resources, marginalization, and discrimination.
- FCJ Refugee Centre is unique in its capacity to serve anyone who needs assistance. We have a particular penchant for serving populations who we term as “precarious migrants”.

www.fcjrefugeecentre.org

FCJ REFUGEE CENTRE



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Service and Resources



SETTLEMENT & INTEGRATION

- Shelter for women & children
- Refugee Housing Hub
- Women's services
- Food distribution
- English Classes
- Clinic
- Youth
- Access to Education

IMMIGRATION SUPPORT

- Refugee process
- Immigration orientation
- PRRA (risk assessment)
- Refugee appeal
- H&C (Humanitarian & Compassionate App.)
- Sponsorship
- Work permit
- Etc.

ANTI-HUMAN TRAFFICKING

- Migrants Workers Mobile Clinic
- Direct services to trafficked persons
- Migrant Women's Counter Trafficking Alliance
- Youth Alliance Against HT

PUBLIC EDUCATION & NETWORKING

- Webinars & training sessions
- Borderless Voices podcast
- YouTube channel
- Resources
- Country research
- Newsletter & annual reports

FCJ REFUGEE CENTRE

- ☎ 416-469-9754
- ☎ 437-217-3786
- ✉ info@fcjrefugeecentre.org
- 🌐 fcjrefugeecentre.org
- 📘 @FCJRefugeeCentre
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FCJ REFUGEE CENTRE YOUTH NETWORK

- The FCJ Youth Network has been operating for more than 10 years, and has supported over 400 youth since it's inception.
- The group meets once a week, and together with staff, they pursue advocacy projects, outreach efforts, community building, and social networking.
- Many of the projects the youth network pursues, including the original idea of Access to Education, are borne from the challenges and barriers many of the youth have personally experienced.
- We often attend and present at conferences, host community gatherings, travel, have movie nights, dinner nights, attend marches and rallies in solidarity with each other.



- The members of the FCJ Youth Network continue to act as leaders in the community.
- The Youth Network drives our initiatives – especially regarding education access
- CCR Youth Consultation participation at the national level.
- Allowing a safe space for ideas to emerge – it was through this safe environment that access to education was addressed as a primary concern.





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Education System

Secondary Level (under 18)



EDUCATION SYSTEM IN CANADA

- Education in Canada is Provincially Administered
- Levels of Education in Ontario can be divided by - Preschool Daycare, Elementary, Secondary, and Post-Secondary
- The Ministry of Education is the ministry of the Government of Ontario responsible for government policy, funding, curriculum planning and direction in all levels of public education, including elementary and secondary schools
- Stephen Lecce is the Minister of Education for the Province of Ontario
- The Ministry of Colleges and Universities is the ministry of the Government of Ontario responsible for administration of laws relating to post-secondary education.
- Jill Dunlop is the Minister of Colleges and Universities for the Province of Ontario



PUBLIC SCHOOL SYSTEM IN ONTARIO

Ontario operates four publicly funded school systems:

- An English-language public school system
- A French-language public school system
- An English-language separate school system
- A French-language separate school system

PUBLIC ENGLISH SCHOOL BOARDS IN THE GTA

Toronto

- TDSB (Toronto District School Board)
- TCDSB (Toronto Catholic District School Board)

York

- YRDSB (York Region District School Board)
- YCDSB (York Catholic District School Board)

Halton

- HDSB (Halton District School Board)
- HCDSB (Halton Catholic District School Board)

Peel

- PDSB (Peel District School Board)
- DPCDSB (Dufferin-Peel Catholic District School Board)

Durham

- DDSB (Durham District School Board)
- DCDSB (Durham Catholic District School Board)



EDUCATION ACT

Section 49.1

Section 49.1 was added to the *Education Act* in 1993 to ensure that minor children are not denied an education because of their immigration status or that of their parents. The section reads as follows:

“
A person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person's parent or guardian is unlawfully in Canada.



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**What is regularized
status vs precarious
status?**

REGULARIZED VS. PRECARIOUS STATUS

What are examples of ‘regularized’ status?

- Canadian Citizen
- Permanent Resident
- Convention Refugee
- Protected person
- International student*
- Visitor*

What are examples of ‘precarious’ status?

- Refugee Claimants
- Refused Refugee Claimants
- International student*
- Visitor*
- Those caught in limbo due to immigration policy changes
- Victims & Survivors of Human Trafficking
- Those involved in sponsorship breakdown
- Anyone without official immigration status living in Canada

IMPLICATIONS OF LIVING WITH PRECARIOUS STATUS

- Immigration Policies are ever changing - ability to regularize status becomes more difficult
- Lack of access to public and social services - healthcare, education, stable and secure employment.
- Lack of financial stability
- Lack of recognition of academic or professional credentials/experience from country of origin
- Separation from family, personal networks
- Fear of contacting police or authorities in an emergency, for fear of detention or deportation
- Living in fear and with uncertainty about the future
- Manipulation & oppression from institutions and individuals in positions of power



INTERNATIONAL OR DOMESTIC STUDENT?

- Who qualifies as a domestic student in Canada?
- What does it mean to be an international student? Requirements?



FEES: DOMESTIC OR INTERNATIONAL STUDENT?

What are examples of 'domestic' status?

- Canadian Citizen
- Permanent Resident
- Convention Refugee
- Protected person
- Refugee Claimant*
- Rejected Refugee Claimant*
- Non-status*
- Minor Child of International Student*
- Minor Child of Work Permit Holder*

What are examples of 'international' status?

- Visitor/Tourist (less than 6 months in Canada)
- Foreign National outside Canada

ACCESS TO ELEMENTARY & SECONDARY EDUCATION

- School aged children who have arrived in Canada as visitors must wait 6 months before entering school
- School aged children who have made a port-of-entry refugee claim can enter right away as they will have the Letter of Acknowledgement of Claim
- School aged children who have made an inland refugee claim need to wait for their refugee documents to enter school
- School aged children with parents who hold a valid Study or Work Permit before the child is enrolled in school have the same fee exemption as domestic students



WHAT DOCUMENTS ARE NEEDED?

- Passport (parents + child(ren))
- Birth Certificate (child(ren)) [and Baptismal Certificate if Catholic Elementary School]
- 2 different Proof of address (this can be rental agreement, bank statement/letter, phone bill, utility bill, etc.)
- Refugee status documents if you are a refugee (parents + child(ren)); or
- Entry stamps/plane tickets/boarding passes from the day you entered Canada if you are non-status (parents + child(ren)); or
- Immigration documents if you are a Study/Work permit holder (parents + child(ren))



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Education System

Secondary Level (under 18)



SECONDARY SCHOOL AGE 18+ AT THE TDSB

EdVance Program

18 - 20

Adult School

21+

NOTE: A VALID IMMIGRATION STATUS IS NEEDED TO ENROLL; AGE NOT COVERED UNDER THE EDUCATION ACT

LIST OF TDSB ADULT SCHOOLS

| School | Address | Postal Code |
|----------------------------------------------------------|-------------------------------------|-------------|
| Burnhamthorpe Adult Learning Centre | 500 the East Mall, Etobicoke, ON | M9B 2C4 |
| City Adult Learning Centre | 1 Danforth Ave, Toronto, ON | M4K 1M8 |
| Emery Adult Learning Centre | 3395 Weston Rd, North York, ON | M9M 2V9 |
| Scarborough Centre for Alt Studies Adult | 720 Midland Ave, Scarborough, ON | M1K 4C9 |
| Yorkdale Adult Learning Centre | 38 Orfus Rd, North York, ON | M6A 1L6 |

LIST OF 2023-24 QUADS

2023-2024 Program Dates

| Term | EdVance | Adult |
|------|------------------------------|------------------------------|
| 1 | September 5 - November 10 | September 7 – November 10 |
| 2 | November 13 – January 31 | November 15 – January 31 |
| 3 | February 2 - April 18 | February 5 - April 18 |
| 4 | April 22 - June 26 | April 24 - June 26 |



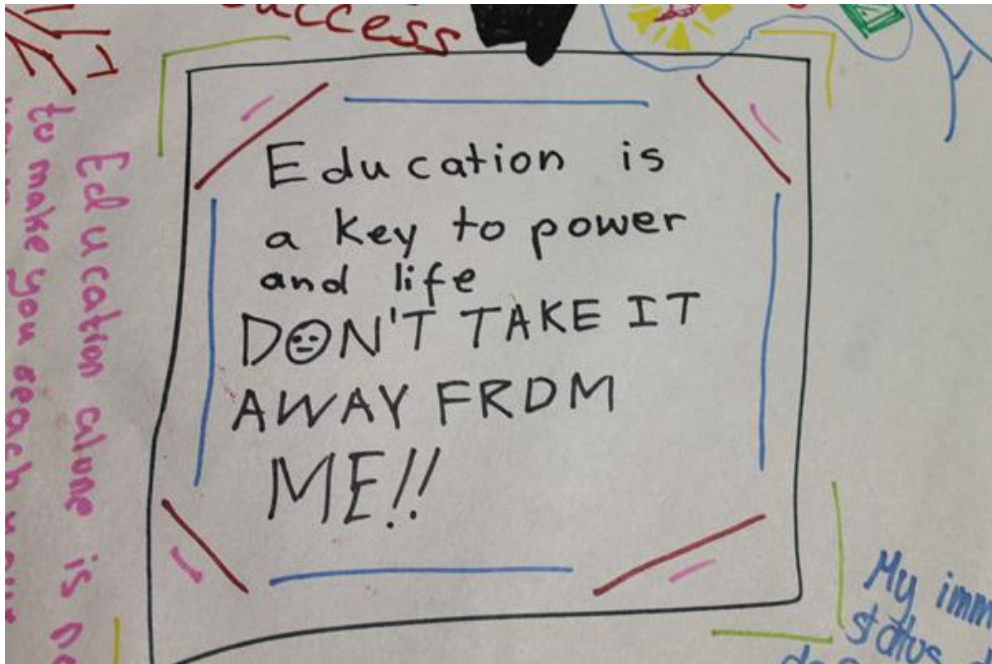
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Education System Post-Secondary & Beyond

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THE FCJ/YORK PROGRAM



- After the Pan Am Games in Toronto in 2015, the City of Toronto welcomed proposals to the Community Legacy Initiative Fund for projects which would increase capacity and address systemic barriers experienced by the city's Latin American, South American and Caribbean communities.
- The project, Access to Education, was submitted and approved - for providing two options for accessing post secondary education at York University.
- The project offers two pathways for entry into University - a bridging course program, and a direct entry program.



DEVELOPMENT OF BRIDGING COURSE

- The bridging program was designed to support students who had been out of formal education for some time. The course provides a re-introduction to formal education structure, and introduces the students to the support services available within the university.
- There have been several rounds of delivery of the Bridging Course - from Winter 2017, until now.
- The bridging course itself, 'Critical Approaches to Migration and Uprootedness' is delivered from within the department of Sociology, with the course contents focusing on migration theory.
- The course has been a collaborative effort, with staff from the writing centre, legal services and York Campus Security participating.

DIRECT ENTRY

- The Direct Entry program was created to support students at the point of graduation who meet or exceed the standard for qualification to university admission.
- This program required several coordination and implementation processes from the Admissions and Registrars offices, in order to create student profiles online, which recognized them as domestic students.
- All of the students who have been admitted to the degree programs have shown incredible gratitude and excitement at the opportunity to study at university - an opportunity that for many would otherwise not have been an option in the near, or distant future.
- The program has been no less than life changing for it's participants.



UPROOTED PROGRAMS

- The necessity for programs such as these demonstrate a failing on the part of our government
- These programs were launched at FCJ in 2014, while the Uprooted U & Jr program started in 2015.
- These are programs dedicated to those students in precarious situations
- Our current Uprooted Series Programming includes English, French, Art and Music classes for children, and academic and professional skill building classes and workshops for post-secondary youth.
- For those who are over 18, the classes are tethered to social studies.
- For those under the age of 18 the classes are tethered to improving their English, and introductory elementary skills.
- Through the Uprooted U program, the York- Bridging Program was born
- This Program allowed young people living in precarious positions to realize their dreams.



The [York] university program I'm enrolled in is important to me because it gave me my first taste of post secondary education experience. It has allowed me to be better by pursuing a path not to enrich only myself but to create a better path for the next generation of immigrants who follow after me.

ONGOING CHALLENGES

Financial Realities

- Despite the success of ensuring the students pay domestic rates, they are ineligible for any financial assistance (OSAP, Ontario Works)
- The cost to complete an undergraduate degree with no financial support is still extremely prohibitive. (especially for students who have no legal ability to work and support themselves.)

Security on Campus

- CBSA is prohibited from entering onto York Campus - however Toronto Police are still soliciting data from the CBSA 'tip line'. There is an ongoing security concern for students with precarious status
- This poses the challenge in recreating the model with some other academic institutions with more 'open' campuses. (e.g. U of T)

ONGOING QUESTIONS

Sustainability

- The project requires funding for the program coordinator/administrator, and a formal ongoing agreement from the University. Without funding secured, the future of the program itself remains precarious.

Political & Media Discourse

- Recent and ongoing political sentiment has criminalized those with precarious immigration status. A project such as this has the potential to be the victim of both social and political backlash.



FUTURE GOALS

Expand & Replicate

- The principle goal of the project is to ensure its sustainability, and expansion.
- This is a replicable model, one which we hope to see in other Ontario post secondary institutions, and across Canada in years to come.
- Breaking down & removing the barriers that those with precarious status face in navigating and integrating into society in a holistic and engaging way.



OUR GOALS

- equitable and timely access to all levels of education
- expansion of access program to colleges/universities
- eliminate international student fees for precarious migrants



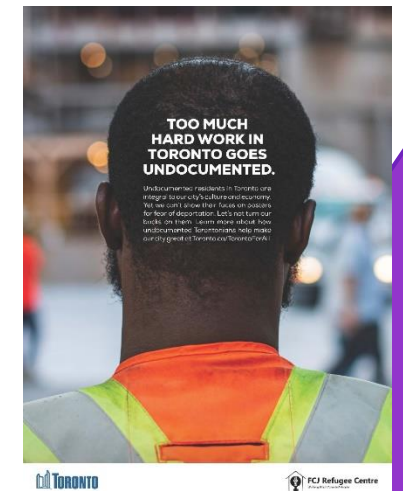
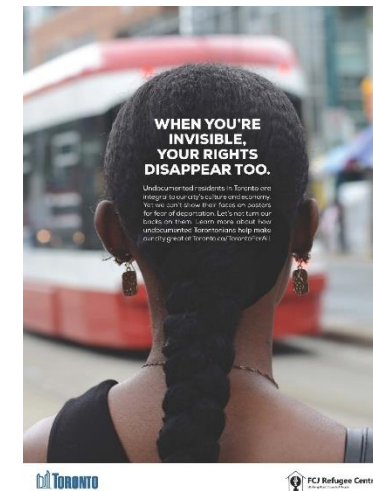
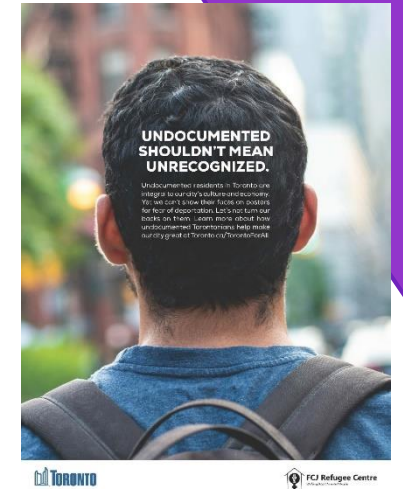
THE REALITIES OF TODAY

- The criminalization of migrants is pervasive in many networks
- Some schools and other public institutions remain unfamiliar with how to support non-status students and families
- Anti-immigrant political rhetoric criminalizes migrant populations
- The consequences of this rhetoric and these policies are often unseen by the general public - further marginalizing an already vulnerable population
- Education policies outline that all children under the age of 18 have the right to go to public schools in Ontario - however we see that this is not upheld.

WHO IS ACCOUNTABLE?

- When vulnerable populations are marginalized, it often falls to local, grass roots efforts to support and advocate for equitable access and equal rights.
- Using your privilege as power.
- Importance of allies & networks
- Advocacy - the needle is moving; but it takes collective action and tireless advocacy

Toronto For All Campaign





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Current Advocacy Efforts

www.fcjrefugeecentre.org

FCJ - UPROOTED EDUCATION: 2016 ONTARIO REPORT

- The Uprooted Education 2016 Ontario Report was the result of a project undertaken by members of the FCJ Youth Network to explore how the unique trajectories and social locations of migrant youth with precarious immigration status intersect with Access T.O.; particularly its involvement in, Ontario High Schools.
- The report attempts to detail these experiences through five salient themes (Getting In, Equitable Participation, Anti-discrimination, Support, Moving On), and offers insight into promising practices and possibilities to ignite change.

FCJ - UPROOTED EDUCATION: 2016 ONTARIO REPORT

| REPORT CARD | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>GETTING IN <i>How Ontario Secondary School Boards, the Ministry of Education and other relevant actors (including principals, vice principals, secretaries, and other school staff) facilitate or impede newcomer youth, particularly those with precarious immigration status, from getting into high school in Ontario.</i></p> | F |
| <p>EQUITABLE PARTICIPATION <i>To what extent precarious immigration status youth feel included once in school, and valued as equal participants with diverse lived experiences; and how these experiences impact their participation in school.</i></p> | C- |
| <p>ANTI-DISCRIMINATION <i>How effective are current anti-discrimination policies in making precarious immigration status youth feel safe and included in schools. To what extent is immigration status recognized as a contributing factor to the complex relationship of power, privilege and oppression of students; are there appropriate and safe mechanisms for complaint.</i></p> | D |
| <p>SUPPORT <i>What level of support exists for newcomer students in Ontario schools? Is this support effective and responsive to the nuanced needs of precarious immigration status students? Are links being made to community agencies to fill gaps and meet emerging challenges?</i></p> | C+ |
| <p>MOVING ON <i>How effective are school-based actors (teachers, guidance counselors, administrators, etc) in offering advice and support for the transition out of high school. Does this advice recognize the limited possibilities for youth with certain statuses? Is any advocacy being done to open more doors?</i></p> | D- |



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Connect with us:

 416-469-9754

 437-217-3786

 info@fcjrefugeecentre.org

 fcjrefugeecentre.org

 @FCJRefugeeCentre

 @fcjrefugeecentre

 @RefugeeCentre

 FCJ Refugee Centre

Thank you

Stefan Enrique Joseph Kallikaden

stefanj@fcjrefugeecentre.org

416-469-9754 ext. 248

Natalia Mercado Salazar

nataliam@fcjrefugeecentre.org

416-469-9754 ext. 227



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Part 2: Labour Rights & Signs of Exploitation

Presented by:

Tenzin Khentse, Anti-Human Trafficking Youth Coordinator

Abigail Gonzalez, Anti-Human Trafficking Youth Worker

This presentation is thanks to the support of



Ministry of Children,
Community and Social Services

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Introductions and Definitions Part 1

Who are Precarious Migrants ?

Refugee Claimants

Refused Refugee Claimants

Temporary Foreign Workers/ Migrant Workers

International Students

Visitors

Anyone involved in sponsorship breakdown

People with non-status



Image Credit: Reuters

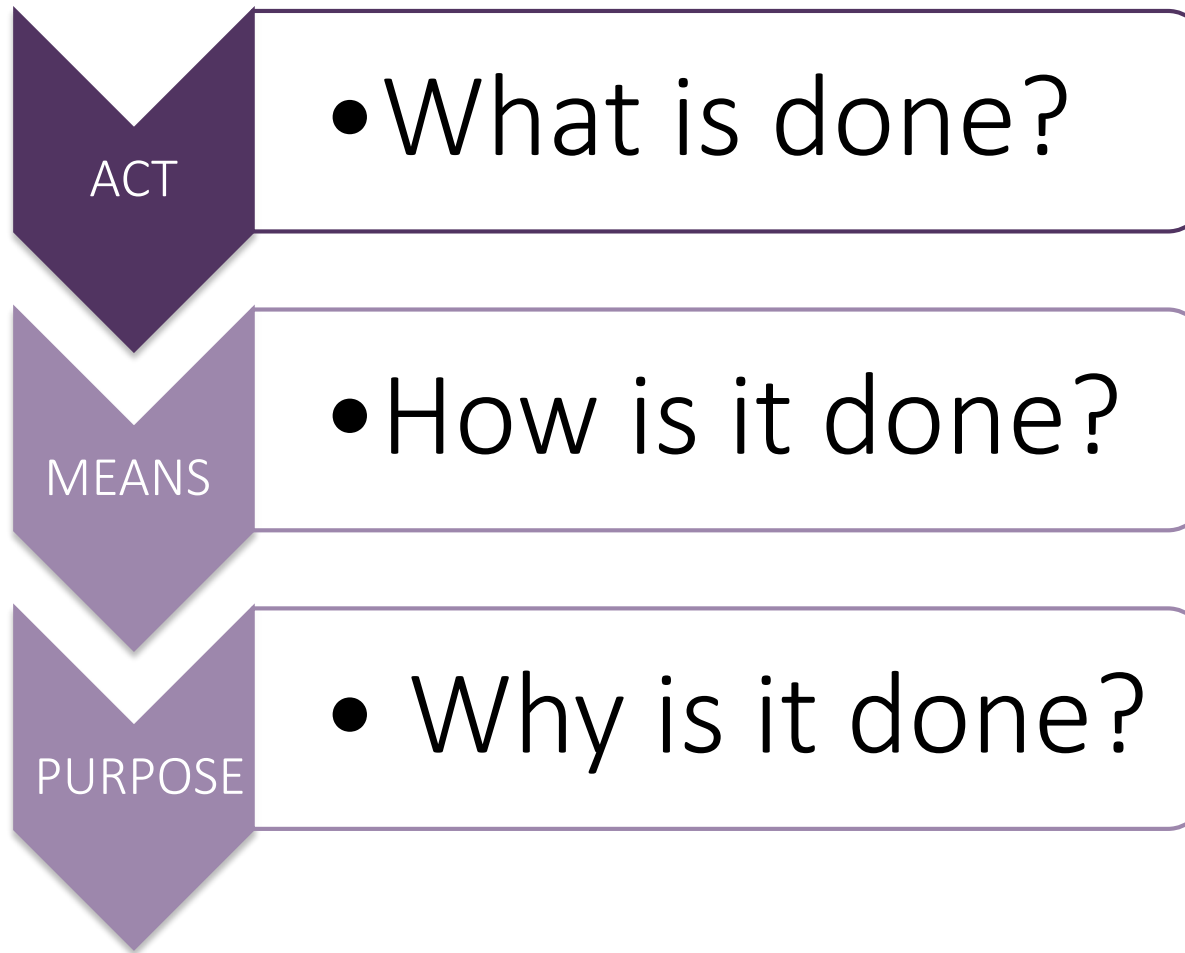
Palermo Protocol

"...as the **recruitment, transportation, transfer, harboring or receipt** of persons, by **means** of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, **for the purpose of exploitation**"





3 Elements of Human Trafficking



Breaking it All Down

ACT

- Recruitment
- Transportation
- Transfer
- Harboursing
- Receipt

MEANS

- Threat
- Coercion
- Fraud
- Deception
- Abusing position of power

PURPOSE

- Forced Labour
- Sexual Exploitation
- Forced Marriage
- Domestic Servitude
- Removal of Organs

Potential Indicators of Human Trafficking :

| Working and Living Conditions | Emotional and Behavioral | Lack Of Control |
|--------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Not Free to come and Go as they please | Fearful, Anxious, Submissive, Depressed | Has Few or no Personal Possesions |
| May find the work differs from what originally promised by employers | Withdrawn or MIA | No control of their own money |
| Unpaid, paid very little or only paid through tips | Distrustful, Difficulty with attachment | No control of their own personal identification documents (ex: identification cards, passports) |
| Works excessively long hours, unusual hours, and hardly receives breaks. | Avoids eye contact | Seldom or never given the opportunity to speak for themselves. |
| Not given health or safety training and/or protections | Exhausted, Malnourished, poor concentration | Not able to negotiate their own working conditions |
| In poor or substandard housing | www.fcjrefugeecentre.org | |



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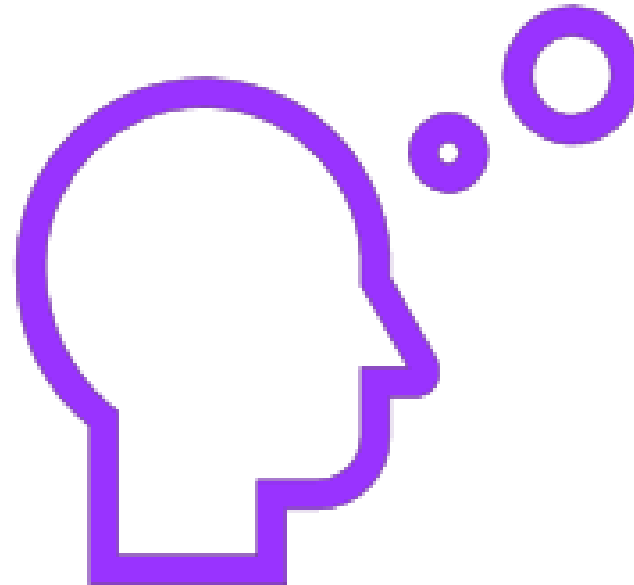
Labour Trafficking in Ontario Part - 2



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Why do you think people
come to work to Canada?



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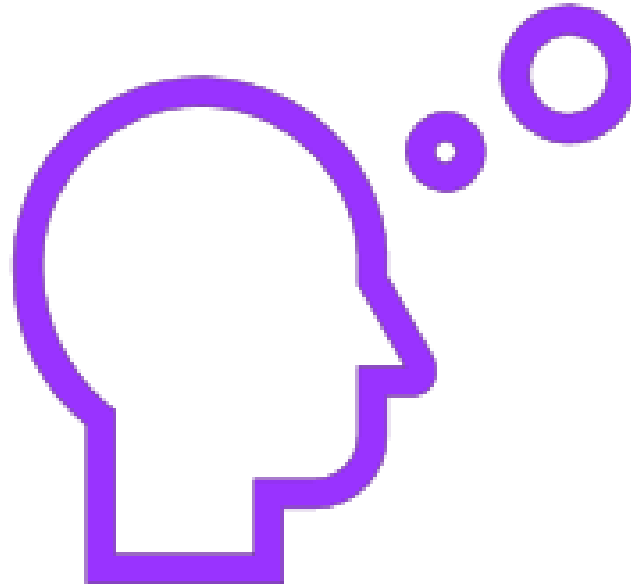


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True or False ?

Human Trafficking only
occurs in the illegal
or underground
industries





True or False ?

Traffickers target people
that they don't know

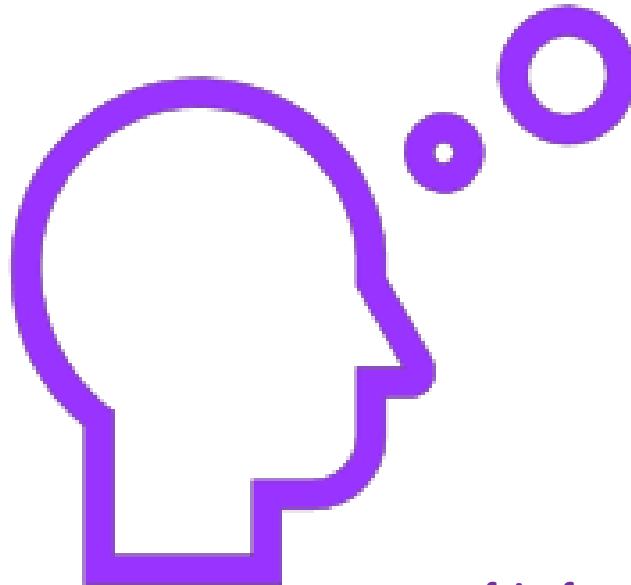


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True or False ?

Trafficking only
happens outside
of Canada



DID YOU KNOW THAT CANADA IS A SOURCE, TRANSIT, AND DESTINATION FOR HUMAN TRAFFICKING?

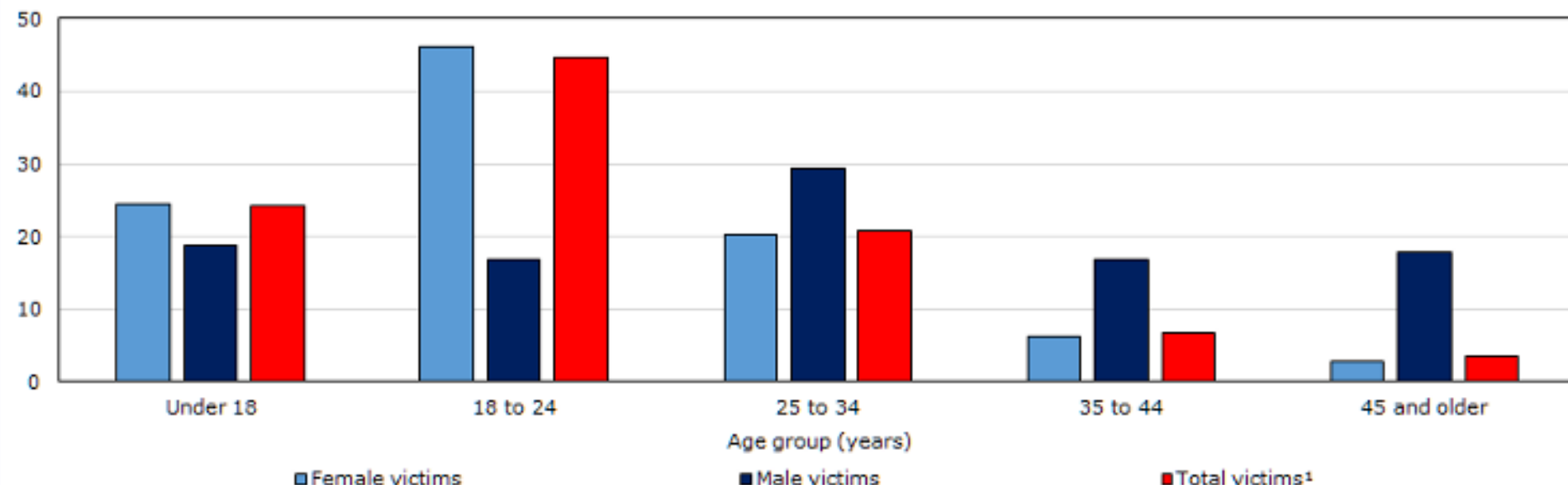


Reported Cases by Age Group and Sex:

Chart 2

Victims in police-reported incidents of human trafficking, by gender and age group, Canada, 2011 to 2021

percent



1. Includes victims whose gender was unknown.

Note: Excludes those with unknown age and those where age was greater than 110 due to possible instances of miscoding of unknown age within this age category. Given that small counts of victims identified as "gender diverse" may exist, the Uniform Crime Reporting Survey data available to the public has been recoded to assign these counts to either "female" or "male" in order to ensure the protection of confidentiality and privacy.

Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Incident-based Uniform Crime Reporting Survey, Trend Database.

Human Trafficking in Ontario:



Of Human Trafficking Offenses reported between 2009-2019 were in Ontario



Over 2/3 of cross-border trafficking incidents in Canada occurred in Ontario from 2009-2019.



There were 2,688 detected victims of police-reported human trafficking in Canada between 2011 and 2021. The vast majority (96%) of these victims were women and girls.

*Many incidents of human trafficking are highly underreported.



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Who is At Risk?

Part 3



Who is At Risk?

| | | |
|-----------------------------------------|------------------------------------------|-------------------------------|
| Being a woman or a girl | Poverty | Low Self-Esteem |
| 2SLGBTQ+ | Discrimination (Racism, Sexism, Ableism) | Isolation |
| Involvement in the child welfare system | Homeless or precarious housing | A history of abuse |
| Mental illness | Struggles with Addiction | Precarious Immigration Status |

ANYONE CAN BE AT RISK FOR HUMAN TRAFFICKING!
THESE FACTORS INCREASE SOMEONES RISK:



Intersectionality

An intersectional analysis of human trafficking presents the challenge and promise of recognizing the unique combinations of factors that shape each experiencer's story, while also drawing critical attention to systems of violence that underly these "common factors."

INTERSECTIONALITY

- 1 Race
- 2 Ethnicity
- 3 Gender identity
- 4 Class
- 5 Language
- 6 Religion
- 7 Ability
- 8 Sexuality
- 9 Mental health
- 10 Age
- 11 Education
- 12 Attractiveness

(...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

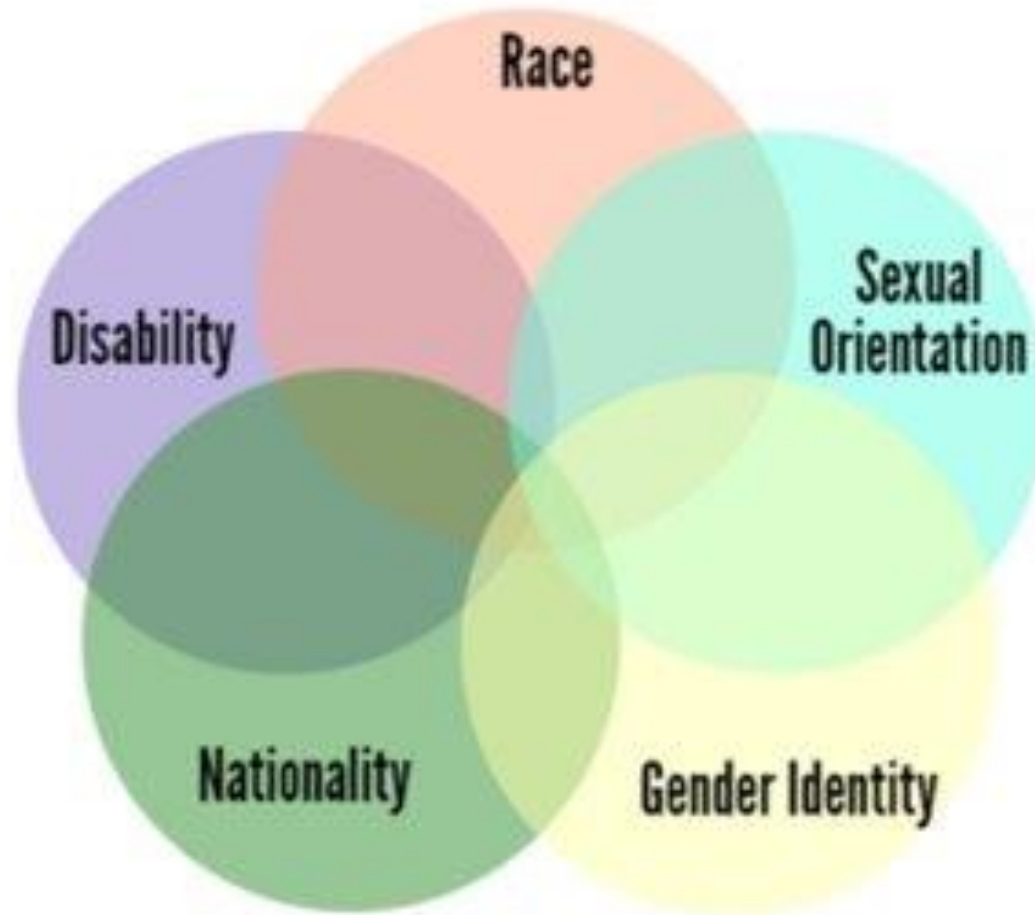
- Kimberlé Crenshaw -

@sylviaadukworh



Anti- Oppressive Lens

Our work seeks to recognize the oppression that exists in our society and attempts to mitigate its affects.





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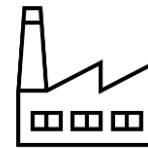
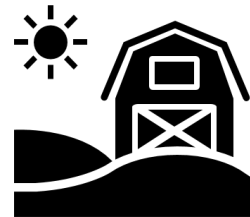
What does Labour Trafficking Look Like ? Part 4

Human Trafficking for the intent of Labour Exploitation

Refers to situations in which persons are coerced to work using violence or intimidation, or by more subtle means such as manipulated debt, retention of identity papers or threats of denunciation to immigration authorities.

Exploitative conditions can occur in:

- Domestic work
- Hospitality
- Construction
- Factories
- Sex Work
- Agriculture





Labour Trafficking: Recruitment

- May happen in country of origin or in Canada; often through Facebook, third party agencies, or recruiters
- Victim may pay large fees for recruitment and/or "complete package"
- Coercive and deceptive practices;
 - promises of new life in Canada
 - Work permits/documents
 - Family reunification
 - Good pay and housing
 - Education



- According to a press release issued by advocates on behalf of the students, those now facing deportation orders came to Canada in 2017 and 2018 on student permits.
- The press release says the students were issued “fake college admission letters drafted by their immigration consultants, namely a Jalandhar-based consultant named Brijesh Mishra.”
- “After landing in Canada, the consultants told students that they could not enroll in that particular college for various reasons, such as deferral or unavailability of seats. The students were told to change colleges, which they did in order to begin their studies,” the press release states.
- “Over the last five to six years, most of the students have completed their studies, entered the workforce, started families and have applied for permanent residency (PR). They were unaware of the fake offer letters until they began applying for PR.”
- After Many Protest the deportation of the 700 hundred students have been stopped for now until further pending investigations.

700 Indian students face deportation from Canada as admission offer letters found fake

Experts said most of these students had already completed their studies, got work permits and gained work experience as well. It's only when they applied for PR, they landed in trouble.



This education fraud is one of its kind which came to the fore in Canada for the first time. Experts said that such a big fraud was a result of a large number of applicants to Canada.



Legal Vulnerabilities

1. Fear of Deportation Due to Irregular Migration Status

- **Overstay of Visa:** Students fearing deportation due to the expiration of their visas might be more vulnerable to exploitation.
- **Misinformation:** Traffickers might provide false information about immigration laws to exploit students.

2. Lack of Awareness of Their Rights in Canada

- **Rights Ignorance:** Many students might not be aware of their basic rights as workers, such as the right to a minimum wage, safe working conditions, etc.
- **Language Barrier:** Language barriers can prevent students from understanding and asserting their rights.

3. Limited Access to Legal Aid

- **Expensive Legal Services:** International students might find it challenging to afford legal services to fight against exploitation.
- **Fear of Authority:** Due to their vulnerable status, students might be afraid to approach the authorities for help.



Warning Signs

1. Unexplained Accumulation of Debt

- **Debt Bondage:** Discuss how traffickers often use debt as a tool to control victims, forcing them to work under adverse conditions to "pay off" the debt.
- **High Recruitment Fees:** Mention how some traffickers charge exorbitant recruitment fees, plunging students into debt even before they start working.

2. Sudden Change in Lifestyle or Behavior

- **Isolation:** Highlight how victims might become isolated, withdrawing from their friends and community.
- **Physical Appearance:** Note that sudden changes in physical appearance (like sudden weight loss) can be a red flag.

3. Being Fearful, Anxious, or Overly Submissive

- **Mental Health:** Discuss the potential impact of trafficking on a victim's mental health, leading to signs of anxiety and depression.
- **Behavior at Work:** Explain that victims might exhibit fearful behavior at their workplace, always looking over their shoulder, etc.



1. Safe Migration and Employment Education

- **Information:** Emphasize the importance of being informed about the safe avenues for migration and seeking employment.
- **Workshops/Seminars:** Encourage students to attend workshops or seminars focused on educating them on their rights and safe practices.

2. Verifying Employment Opportunities

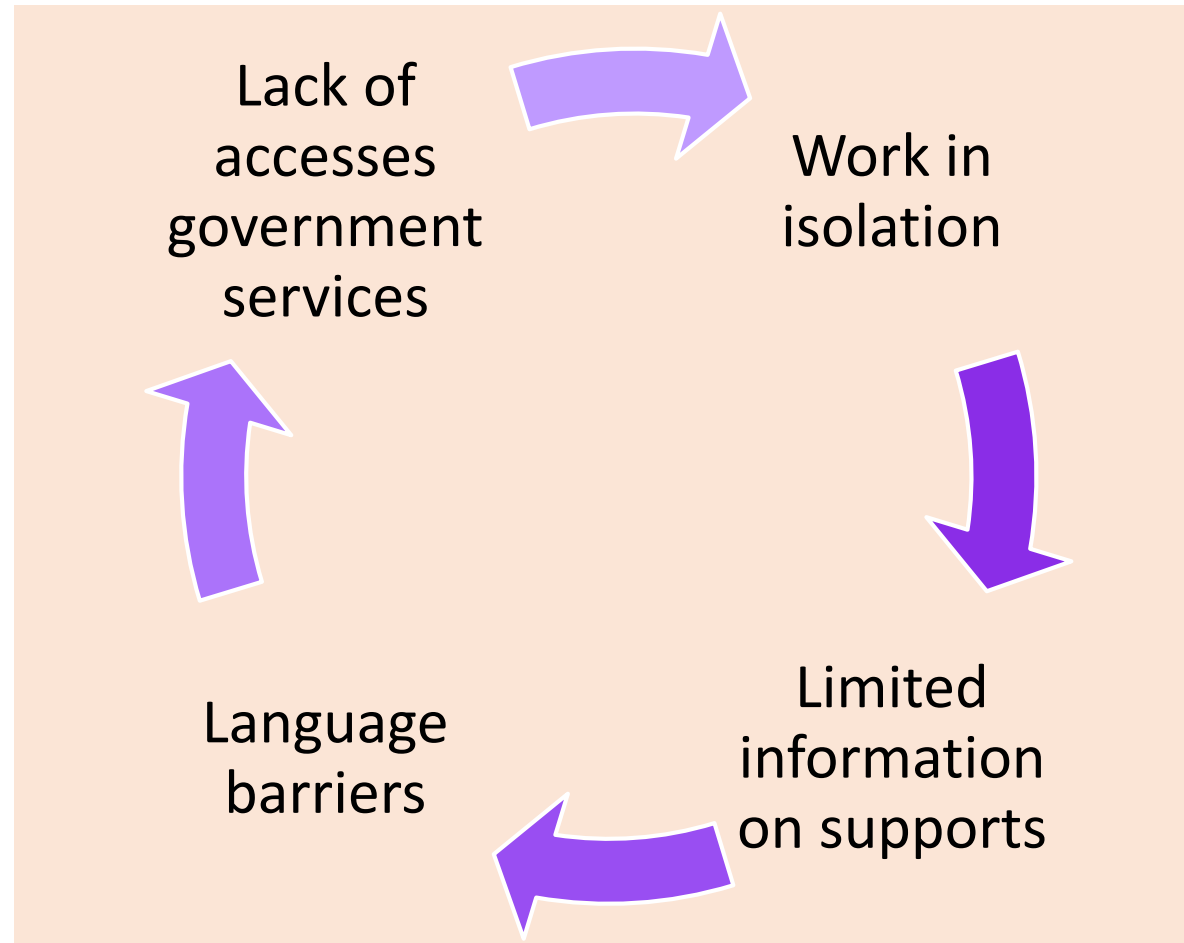
- **Background Checks:** Explain how to conduct background checks on potential employers to avoid fraudulent job offers.
- **Consulting With Seniors:** Encourage students to consult with seniors or alumni to learn from their experiences and get references for legitimate employment opportunities.

3. Establishing Networks for Community Support

- **Community Groups:** Discuss the role of community groups in providing a safety net, offering support and guidance to new international students.
- **Mentorship Programs:** Highlight the benefits of mentorship programs, where experienced individuals guide new international students, helping them navigate challenges.



Breaking the Migration Cycle





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Additional Supports Part - 6

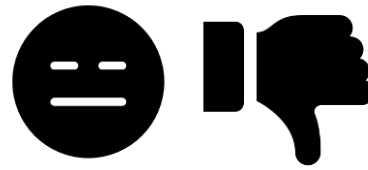
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Supports For a Survivor



DO NOT



- React verbally/physically to communicate disgust or shock
- Dispute facts or comment on motivation, just Listen!
- Expect the person to recognize their situation as exploitative or see themselves as a victim in need of rescuing.
- Assume sole responsibility for meeting the person's needs. Know additional sources of support.
- Make promises you cannot keep.



- Be non-judgmental . Listen and don't
- make assumptions
- Check yourself. Are you tense, resistance or uncomfortable with the subject?
- Believe them
- Ask if they are safe, or what would make them safe
- Allow for choice. Don't control the conversation
- Let them know if you don't have the answer. With their permission, reach out to other supports.

ADVOCACY OPPORTUNITIES

- Information Sharing & Awareness Building
- Engaging Survivors and those At-Risk through Focus Groups, Projects, Committees, Advocacy Efforts etc.
- Advocacy with Law Enforcement, IRCC/CBSA, and Policy Makers
- Campaigns; Open Work Permits Now! Status for All!



True or False ?

Only young women
at are at-risk of
Human Trafficking.

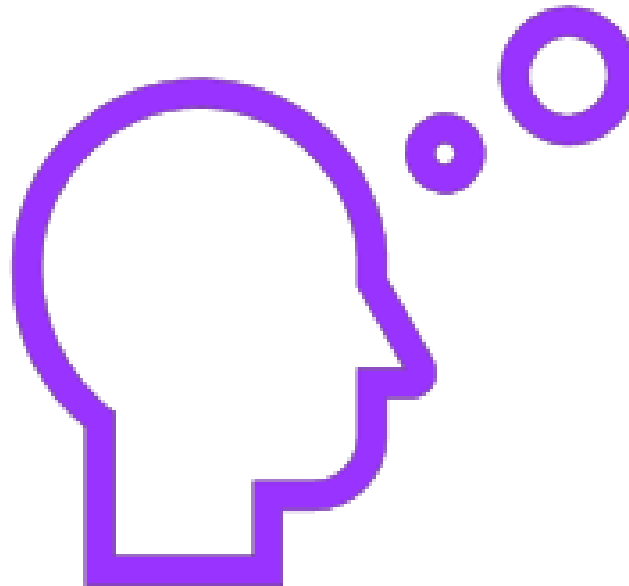




True or False ?

Some factors can put certain communities at a disproportionately higher risk of being trafficked

(ex: poverty, race, 2SLGBTQ+)





True or False ?

Human Trafficking
has only occurred if
physical force
has been used by the
trafficker.





True or False ?

A trafficked person
may
not view themselves
as a victim of Human
Trafficking.





True or False ?

Healing is a linear
journey for
trafficking survivors





FCJ Refugee Centre

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Our Work Combatting Human Trafficking

- Founded the Toronto Counter Human Trafficking Network (TCHTN)
- Member of the Canadian Council for Refugees' Steering Committee Against Human Trafficking
- Youth Alliance Against HT
- Migrant Women's Counter HT Alliance
- Migrant Workers Mobile Program





| Name: | Number: | Notes: |
|-----------------------------------------------------------------|------------------------|----------------------------------------------------------|
| National Human Trafficking Helpline | 1 833-900-1010 | 24/7, Confidential |
| Assaulted Women's Helpline | 1-866-863-0511 | 24/7, Confidential |
| Barbara Schlifer Commemorative Clinic | 416-323-9149 | Legal Support and Translation services |
| Native Child and Family Services of Toronto - Holistic Services | 416-969-8510 ext. 3290 | Largest Aboriginal head Start Program in the Country |
| Canadian Centre for Victims of Torture (CCVT) | 416-363-1006 | Youth Programming, Mental health support, Settlement |
| Native Canadian Centre of Toronto | 416-964-9087 | Youth programming, mental health and settlement services |
| Caribbean African Canadian (CAFCAN) | 416-740-1056 | Youth Programming, Social Services |



Connect with us



416- 469 9754



437-217 3786



647-971 2153 Migrant Workers



info@fcjrefugeecentre.org



www.fcjrefugeecentre.org



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@FCJRefugeeCentre



@RefugeeCentre

- **Jovana Blagovcanin** - AHT
Manager jovanab@fcjrefugeecentre.org
- **Abigail Gonzalez**– AHT Youth
Support Worker: abigailg@fcjrefugeecentre.org
- **Tenzin Khentse** – AHT Youth Coordinator:
tenzink@fcjrefugeecentre.org
- **Samuel Tetelepta** – AHT Migrant Case Worker:
samuelt@fcjrefugeecentre.org
- **Diana Caipa** – AHT Case Worker
dianac@fcjrefugeecentre.org
- **Chiara Rossi** – AHT Women's Coordinator
chiarar@fcjrefugeecentre.org
- **Chumhur Erdikili** – AHT Case Coordinator
chumhure@fcjrefugeecentre.org
- **Ohad Eyal** – AHT & Youth Support Worker
ohade@fcjrefugeecentre.org