



حوار أوطان بين الدول الآسيوية المرسلات والمستقبلات للعمالة  
Abu Dhabi Dialogue among the Asian Labor-Sending and Receiving Countries

*Draft*

# **REGIONAL GUIDE FOR THE MODULES OF THE PRE-DEPARTURE ORIENTATION (PDO) AND PDO MANAGEMENT SYSTEM**

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## List of Abbreviations

ADD	Abu Dhabi Dialogue
BEOE	Bureau of Emigration and Overseas Employment
BMET	Bureau of Manpower Employment and Training
BNP2TKI	Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia National Agency for the Placement and Protection of Indonesian Migrant Workers
BOESL	Bangladesh Overseas Employment and Services Limited
BP3TKI	Balai Pelayanan Penempatan dan Perlindungan Tenaga Kerja Indonesia
BRAC	Building Resources Across Communities
CIOP	Comprehensive Information and Orientation Programme for Migrant Workers
COPPA	Comprehensive Orientation Program for Performing Artists
CPDEP	Comprehensive Pre-Departure Education Program
CPMS	Colombo Process Member States
CSO	Civil Society Organization
DFA	Department of Foreign Affairs
DoFE	Department of Foreign Employment
DOLAB	Department of Overseas Labour
DOLE	Department of Labor and Employment
FEPB	Foreign Employment Promotion Board
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HSW	Household Service Workers
ILO	International Labour Organization
IOM	International Organization for Migration
KSA	Kingdom of Saudi Arabia
MOFA	Ministry of Foreign Affairs
MOFCOM	Ministry of Commerce
MOIA	Ministry of Overseas Indian Affairs
MoLE	Ministry of Labour and Employment
MOLISA	Ministry of Labour – Invalid and Social Affairs
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs and Disabled
NGO	Non-governmental organization

## EXECUTIVE SUMMARY

This Working paper proposes Regional Modules and a Programme Management System Guide for the Pre-Departure Orientation (PDO) of overseas workers, in consonance with the Philippine initiative on the Comprehensive Information and Orientation Programme (CIOP) endorsed and adopted in the Abu Dhabi Dialogue.

This paper consists of three (3) main components that covers essential elements of a PDO viz., Part 1: The Proposed Pre-Departure Orientation (PDO) Modules; Part 2: Pre-Departure Management Orientation Programme Management System Guide; and Part 3: Approaches to the Regional Pre-Departure Orientation (PDO) Infrastructure.

### Part 1. The Proposed Pre-Departure Orientation (PDO) Modules.

The proposed PDO modules aim to address information needs of migrants about the differences in labor policies, culture, values, socio-economic condition and even migration procedures among ADD Member States. With the migrant workers equipped, more harmonious relations between the migrant and his/her employer and the respective communities will be fostered, and bilateral relations between the country of origin and the country of destination will further be strengthened.

The following modules were identified as necessary in the Pre-Departure Orientation (PDO):

Module	Description
Module 1: Understanding the Work Environment Culture and Living Conditions in Destination Countries	Focus: Expectation setting on foreign employment; Social practices, language, religion, and other dimensions of culture. Implications of culture and context to living and working environment; basic language phrases to start; Worker appreciation of consequences of culture shock and remedies. Context-specific information is required.
Module 2: Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of Countries of the Countries of Destination	Focus: Rights and Obligations of the workers, as well as employers, inherent in their employment contracts; Remedies contained in the contract; Legal remedies to common problems provided by national laws and regulations (COO and CDO); Code of discipline for workers.
Module 3: Awareness of Human Rights and Gender Dimensions of Migration	Focus: Overview on human rights and the gender dimensions of migrant workers. common labor and welfare cases and their remedies; irregular migration and trafficking in persons, and illegal recruitment.
Module 4: Remedies in Cases of Distress and Crises Situations	Focus: Introduce various risks, distress and crises situations encountered during migration; Local institutions and offices dealing with such crises; COO (through embassies) programs for dealing with context-specific crises and distress situations; common distress cases and their remedies.
Module 5: Health Management while Working Abroad	Focus: Pre-departure requirements in terms of vaccinations and tests; health rules and agencies in COD; occupational safety and health at the workplace; common health risks at COD and remedies; preventive personal wellness at COD.

Module 6: Management of Earnings and Remittances	Focus: guide on how to remit to workers' families; remittance rules and regulations at COO and CDO; channel alternatives for remittance; basic budget planning with family; savings and investment.
Module 7: Travel and Security Reminders	Focus: Do's and don'ts at the airport (departure), in-transit, and upon arrival; travel documents and their security; Planning for common Security emergencies and risks.
Module 8: Reintegration	Focus: Changes and challenges; personal adjustments; socio-cultural and economic considerations in return and reintegration.

With countries having different experiences in the content and conduct of the PDO, the proposed standard content possess responsive modular structure and flexibility enabling it to be easily customized and adapted to different working contexts and realities, as well as country-specific conditions.

## **Part 2. PDO Programme Management System.**

The PDO is just one component of many areas to help migrants adjust to working overseas. it is helpful to view the PDO in the context of a management system to yield the best results for individual migrant workers and the countries of origin (COO) and destination (CDO) as well. A management system is simply a conceptual tool or framework that highlights the different roles and action by different stakeholders necessary to serve all the needs of migrants at the PDO phase.

This management system for PDO is developed to assist member-states in the conceptualization, implementation, monitoring and evaluation of PDO. The proposed system draws from the rich experiences of member-states in the delivery of PDO. The experience from this collaborative engagement will hopefully facilitate broader cooperation among member-states in other related education and training programs for migrant workers. In addition to the formulation of the PDO module itself, successful implementation of the proposed regional PDO modules for lower skilled labor requires a multi-stakeholder support infrastructure in the COO, in collaboration with the CDO.

### **I. Needs Assessment for PDO.**

Needs assessment for the PDO is an ongoing process ented evidenced-based data collection the needs of the migrant workers vis-a-vis the contexts of the COOs and CODs. This can be done through:

*National and Regional Consultations on PDO.* One of the initial activities for a national program like PDO is the conduct of a national workshop or series of consultative meetings with broad sections of stakeholders. Stakeholders can help determine the overall framework and approaches PDO based on local contexts, as well as, identify resources that can be tapped to support the PDO. Regional and sub-regional consultations can also be conducted across a number of CDOs and COOs as well across sectoral and sub-sectoral groups with the objective of occupation-specific or context-specific PDO modules.

*Assessment of Target Migrant Groups.* The assessment of target migrant groups will require a more in-depth assessment method. In every member-state, there are thousands of migrant workers who leave each year to work overseas. There are a variety of information sources, however, within national agencies that can provide initial overview of the type of workers that PDO will cover.

## II. Institutional mandates for program managers and owners

The development of PDO rests, to a large extent, on the institutional capacity of member-states to implement, manage, monitor and sustain the program. Institutional mandates are two-fold: (1) Facilitating overseas employment; and (2) Safeguarding well-being of temporary labor migrant.

## III. Design and Delivery of PDO: Standard Module Adoption

PDO programs are carried out not only for ALL workers but are also now conducted for different categories of workers heading to a variety of countries. The results of needs assessment will serve as basis in the design of PDOS. There are five primary components of a PDO design:

- a. **Learning Outcomes:** What will migrants know, understand and be able to do as a result of attending the PDO? What skills do migrants expect to learn from PDO?
- b. **Learning Materials:** What materials will help address the learning outcomes? What are suitable materials to target migrant groups?
- c. **Trainers and Service Delivery Providers:** Who will facilitate the PDO and what organizations will be qualified to run a PDO?
- d. **Approaches and Methods:** What are the appropriate methods and approaches to attain the learning outcomes and best suited to target migrant groups?
- e. **Logistics:** When and where is the venue for PDOS? How long? How big is the class size?

## IV. Monitoring and Assessment of the PDO

At the end of the training course, it is essential to evaluate the event. Such evaluation can be conducted at many levels. Using Kirkpatrick four (4) levels: Level 1 (Reaction), Level 2 (Learning), Level 3 (Behavior) and Level 4 (Results). It is difficult to measure levels 3 and 4 without committing fairly significant resources to the process. Significant innovations are usually generated by Levels 3 and 4. Efforts to conduct Levels 3 and 4 may be a cooperative effort within the ADD and its partners to provide. However, ALL trainers should feel responsible for evaluating the training at levels 1 and 2 .

What is evident is that an infrastructure for mobilizing and harvesting participants' feedback . whether right after the program or one-three months after will provide timely feedback for both policy and program innovations for the COOs, on their own and across the COOs.

## V. Training of Trainers/ Accreditation/Credentialing/

The effectiveness of PDOs depends on the knowledge and skills of trainers. The TOT should rely on specific educational experience, certified knowledge on the specific information to be conveyed, educational skills, and familiarity with digital technology. Because of the special needs and nature of overseas workers and the numbers of migrants, PDO countries have had to rely on "partners" in governments and private agencies and CSOs to deliver the PDO.

Training of trainers (TOT) is key to ensuring that the PDO program remains robust. Training design and implementation of TOT should undergo a rigorous process that would enable the TOT training participants would acquire the necessary competencies in implementing the PDO.

In addition, any implementing ADD member state should ensure and promote **Standard qualifications of trainers**; the development and delivery of PDOS will require trainers and support staff who are knowledgeable, experienced and well-trained.

**Continuing Education and Training of Trainers** should also be in place in order to support the trainers. A facility for continuing education and training of trainers should be established to ensure that trainers' knowledge and skills on overseas employment are up-to-date and relevant.

#### VI. Accreditation of institutional service providers and resource experts

The following are essential characteristics for institutional service providers and resource experts:

- Demonstrated experience in handling programs on education and training of migrants
- Engagement in advocacy and policy development on migrants' rights and welfare
- Demonstrated capacity of staff to deliver trainings for migrants
- Capacity to provide a training centre according to set standards
- Demonstrated capacity to develop and produce learning materials for PDOS.

Aside from the aforementioned criteria, regular monitoring and assessment of institutional service providers and resource experts should be in place in order to meet programme standards and foster programme quality.

#### VII. Policy on Standard Facilities, regulated fees, and duration of PDO sessions, frequency of delivery;

The PDO Management System will need to attend to the provision of standard facilities, regulated fees and duration of the sessions and the frequency of delivery. These components will rely heavily on (1) the types of migrant workers ; (2) the learning objectives; (3) resources of both migrant worker, government and the service provider.

### **Part 3. Approaches to the Regional Pre-Departure Orientation (PDO) Infrastructure.**

This section provides alternative approaches the ADD members may consider to ensure a robust, flexible, and collaborative PDO network. Broadly speaking, the PDO implementation plan – with these proposals – seeks to achieve the following objectives:

1. Establish an environment of regional PDO integration among ADD member states;
2. Create regionally focused PDO training implementation infrastructure and intermediaries;
3. Strengthen PDO implementation among ADD member states; and
4. Expand PDO training adoption and implementation among non-ADD member states.

Below are the proposed approaches:

1. One PDO system under an ADD secretariat that moves with rotating leadership of the ADD, with individual implementation allowing tailored inputs for countries of origin, types of labor migrants, and a variety of destination countries.
2. A “loose” network of PDOs individually implemented by each country but with coordination and sharing of materials and best practices among ADD partners, and open to inputs by multilaterals and Non-Government Organizations (NGOs).

## BACKGROUND

One major concern that should be addressed is the reality that regardless of destination, occupation or skill, migrant workers often experience great challenges when they arrive in the country of destination. These challenges can affect their productivity and well-being, and ultimately, that of both the workplace and the community at the COD. In fact, overseas workers, aside from adjusting to the new environment and culture, are also confronted with situations that they are not prepared for like political tensions, strife and wars, economic crisis, as well as dramatic changes in laws and policies and practices.

In the same light, host employers, whether natural or juridical, have also been confronted with parallel challenges in managing international migrant workers. Thus, it is to the interest of both countries of origin and destinations that overseas migrant workers are properly informed and equipped to manage the difference. Consequently, this would foster better performance and increased productivity as well as harmonious relationships that would contribute to the communities of the country of destination as well as the families and communities of origin of the migrant workers.

The ***Abu Dhabi Dialogue Framework of Regional Collaboration*** (formulated during the “2<sup>nd</sup> ADD Ministerial Consultations on Overseas Employment and Contractual Labour for Countries of Origin and Destination in Asia”, held in Manila 17-19 April 2012), stipulates that the ADD member states shall seek to *“facilitate worker adaptation to foreign employment by developing programs to familiarize contract workers with their rights and responsibilities and grievance redress mechanisms in countries of destination. In addition to basic information about the foreign job and work rules, safety and health considerations and the availability of social services abroad, and the provisions of labour and other laws, pre-departure and post-arrival orientation could include opportunities for language training and cultural orientations through in-person instruction and audio-visual media. Special attention should be devoted to women workers, particularly those in vulnerable occupations”*. With the ADD, a collaborative approach to address development in temporary labour mobility in Asia was fostered to broaden the base for common understanding of issues and to influence practices and policies in the area of contractual labor for the region.

The Abu Dhabi Dialogue focuses on developing four key, action-oriented partnerships between countries of origin and destination for development around the subject of temporary contractual labour, based on a notion of partnership and shared responsibility: (1) Developing and sharing knowledge on labour market trends, skills profiles, workers and remittances policies and flows, and the relationship to development; (2) Building capacity for more effective matching of labour supply and demand; (3) Preventing illegal recruitment and promoting welfare and protection measures for contractual workers; and (4) Developing a framework for a comprehensive approach to managing the entire cycle of temporary contractual work that fosters the mutual interest of countries of origin and destination.

The envisioned CIOP framework encompasses the whole migration cycle starting from pre-employment (before a potential worker decides to work overseas), pre-departure (before the worker departs for the country of destination), post-arrival (upon arrival at the country of destination) (upon arrival at the country of destination), reintegration or return migration (the worker’s eventual return to the country of origin). It is argued that migrant workers are best assisted with relevant, timely information at the right stage of the migration cycle.

The Pre-Departure Orientation (PDO) is critical to ensuring the overseas workers are properly equipped to participate in a new working and living environment. It is designed to enhance the knowledge and

skills of migrant workers on work and life overseas. As the title suggests, migrant workers attend the seminar before they depart their home states and the topics covered in the seminar are geared towards helping migrant workers cope with the challenges and opportunities of working overseas and their eventual return. The seminars equip migrant workers with basic information on culture and laws of destination states, understanding labour rights and obligations, as well as on how to deal with labour and welfare issues, financial management and remittances. Specifically, the PDO is intended to: (1) Promote the welfare and interests of migrant workers through education and skills training; a (2) Enhance the understanding and awareness of migrant workers on work and life in their destination states; and, (3) Enable migrant workers to make informed decisions on and maximize the opportunities of overseas employment.

During the past decade, the establishment and provision of PDOs have had major developments in the content and structure, diversification of providers and of groups of migrants, and in the change of responsibility among agencies/sectors.

This Working paper proposes Regional Modules and a Programme Management System Guide for the Pre-Departure Orientation (PDO) of overseas workers, in consonance with the Philippine initiative on the Comprehensive Information and Orientation Programme (CIOP) endorsed and adopted in the Abu Dhabi Dialogue.

This paper consists of three (3) main components. These focus on an integrated approach that covers essential elements of a PDO.

- The Proposed Pre-Departure Orientation (PDO) Modules.

The proposed PDO modules are based on cross cutting themes at each level range from the personal and individual level (travel, impact on health, family relationships, relationships between employer & employees, health, personal safety) through macro-level issues (impact of migration remittances and movement of labor on economic development of the sending and receiving countries, security issues, labor market development, impact on societal identities, etc.).

It must be noted that the proposed standard content possess responsive modular structure and flexibility enabling it to be easily customized and adapted to different working contexts and realities, as well as country-specific conditions.

- Pre-Departure Management Orientation Programme Management System Guide.

The PDO is just one component of many areas to help migrants adjust to working overseas. It is helpful to view the PDO in the context of a management system to yield the best results for individual migrant workers and the countries of origin (COO) and destination (COD) as well. A management system is simply a conceptual tool or framework that highlights the different roles and action by different stakeholders necessary to serve all the needs of migrants at the PDO phase.

- Approaches to the Regional Pre-Departure Orientation (PDO) Infrastructure

This section provides alternative approaches the ADD members may consider to ensure a robust, flexible, and collaborative PDO network.

## PART 1. REGIONAL GUIDE FOR THE MODULES OF THE PRE-DEPARTURE ORIENTATION (PDO)

Many overseas migrant workers leave their homes in search of a better life for themselves and their families. On the other hand, many countries of destinations have opened its doors to migrant workers in search as well for a more productive life for their communities and citizens. This symbiosis is beneficial for both the migrant worker and country of destinations; however, this also leaves both the individual worker and community vulnerable, especially if the migrant worker is unprepared for the conditions that he/she will facing in a new living and working environment. When this happens, the vulnerability of both COOs and CODs are heightened.

The Pre-Departure Orientation modules are intended to support capacity building of overseas migrant workers enabling them to be prepared for their respective countries of destination. It is also a tool for trainers who have some background, experience and understanding of issues relating to the different aspects the migrant workers' lives.

Despite its important contributions, however, Pre-Departure Orientation can still stand improvements to promote the decent and productive employment of labor migrants abroad. The critical need for relevant orientation for migrant workers at the point of decision to work overseas, and at the point of arrival at the workplace and return to their home country has to be concretized in terms of shared responsibility and commitment of stakeholders in countries of origin and countries of destination to minimize problems in the entire cycle of migration process and maximize the opportunities offered by international labor migration. It is hoped that the proposed PDO modules would bridge not only the information gap but also generate commitment towards continued learning and understanding.

In order to do this, the modules will need to be less generic and more country-specific, and in some cases, occupation-specific (that is, household workers, construction, etc.) The duration and content of a PDO will need to focus on the type and level of worker to be given the orientation, and if the worker is a first timer or not to the destination country. There may be a need to have customized modules intended for the vulnerable sector to empower them against all sorts of exploitation and abuses.

PDO module development can be made more robust by (1) COD inputs (in terms of actual design and delivery by COD persons); (2) use of digital technology for “blended” learning to happen for the short PDO sessions; (3) better trained trainers and service providers to deliver the “specific” contents of the PDO program.

### DESCRIPTION OF MODULES

The modules aim to address information needs of migrants about the differences in labor policies, culture, values, socio-economic condition and even migration procedures among ADD Member States. With the migrant workers equipped, more harmonious relations between the migrant and his/her employer and the respective communities will be fostered, and bilateral relations between the country of origin and the country of destination will further be strengthened. The following modules were identified as necessary in the Pre-Departure Orientation (PDO):

<b>Module</b>	<b>Description</b>
Module 1: Understanding the Work Environment Culture and Living Conditions in Destination Countries	Focus: Expectation setting on foreign employment; Social practices, language, religion, and other dimensions of culture. Implications of culture and context to living and working environment; basic language phrases to start; Worker appreciation of consequences of culture shock and remedies. Context-specific information is required.
Module 2: Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of Countries of the Countries of Destination	Focus: Rights and Obligations of the workers, as well as employers, inherent in their employment contracts; Remedies contained in the contract; Legal remedies to common problems provided by national laws and regulations (COO and CDO); Code of discipline for workers.
Module 3: Awareness of Human Rights and Gender Dimensions of Migration	Focus: Overview on human rights and the gender dimensions of migrant workers. common labor and welfare cases and their remedies; irregular migration and trafficking in persons, and illegal recruitment.
Module 4: Remedies in Cases of Distress and Crises Situations	Focus: Introduce various risks, distress and crises situations encountered during migration; Local institutions and offices dealing with such crises; COO (through embassies) programs for dealing with context-specific crises and distress situations; common distress cases and their remedies.
Module 5: Health Management while Working Abroad	Focus: Pre-departure requirements in terms of vaccinations and tests; health rules and agencies in COD; occupational safety and health at the workplace; common health risks at COD and remedies; preventive personal wellness at COD.
Module 6: Management of Earnings and Remittances	Focus: guide on how to remit to workers' families; remittance rules and regulations at COO and CDO; channel alternatives for remittance; basic budget planning with family; savings and investment.
Module 7: Travel and Security Reminders	Focus: Do's and don'ts at the airport (departure), in-transit, and upon arrival; travel documents and their security; Planning for common Security emergencies and risks.
Module 8: Reintegration	Focus: Changes and challenges; personal adjustments; socio-cultural and economic considerations in return and reintegration.

Countries have different experiences in the content and conduct of the PDO, with some countries implementing this as a 28-hour programme (Vietnam) while there are cases where this is implemented as for an extremely short duration of less than 2 hours. Most COO PDO programs are from one to three days in duration.

The Modules also attempt to generate interest and motivate the worker to continue to “learn” more about the topics listed below. Each module presented has specific components with corresponding description, objectives, learning and assessment methodologies, key messages and resources.

### “CUSTOMIZING” THE SESSIONS

Sessions with their corresponding topics are identified and can be used to design and present the Pre-Departure Orientation (PDO), but are not prescriptive because they can be “shaped” by specific context and training participants’ needs. The modules should be applied and adapted with reference to local and regional conditions and needs. These should be identified at the start of the process and before training commences. This analysis should also assist in incorporating local sources of information, experts, contacts and caselets which can be used to make the training more relevant, useful and interesting to

course participants. Meticulous care should be taken in analyzing any suggested topics for audience participation and small group work to ensure that the questions raised are relevant and within the experience of training participants.

Module and session presentation durations are indicative only. In particular, time taken for discussions, questions and other training activities can vary enormously depending on the depth of treatment, the background of the participants (are they first-timers? direct or name hires vs. Recruited through agencies? and the training group size. It would be beneficial to have at least some prior knowledge of this in order to plan the effective delivery of the modules and achieve appropriate learning outcomes.

Aside from these modules, after the PDO conduct, the training can be supplemented with the use of an e-Learning platform, printed materials like brochures and pamphlets that can be used as reference, as well as digital materials like videos, simulations, and Frequency Asked Questions (FAQs) available in a website.

Within this framework, the government, the prospective implementer and facilitator should consider the following:

- Training sessions are “learner-centred”. Skilled trainers directly involve the participants and ensure that they take ownership of the “learning”. The training methodology is hands-on, meaning that participants are not simply told about life in their new country, but are given the opportunity to experience it through role-plays, case studies, problem-solving activities, games, debates, and other activities that require their full involvement. Often power point presentations are used to highlight the topics and student handbooks provided with the aim of ensuring that whatever knowledge is presented is actively assimilated by the participants. Questions are encouraged, and opportunities for evaluation and follow-up are often built into the training models. Effective training requires the trainers to know the background of their participants. Trainers draw parallels and connections between a participant’s point of reference and their own understanding of the societal expectations and behavioral norms of the destination country. Trainers must be sensitive to the cross-cultural issues that may challenge the participants’ own cultural values and traditions, and create opportunities for open discussions on a range of topics. Sensitive topics are raised in a manner which is both respectful and non-judgmental, in which participants can explore their own attitudes and concerns.
- Session structure should be flexible enough to accommodate participants’ questions, suggestions and general discussion which they identify as most relevant to them. Visuals are very important.
- Global, international, regional and local input from relevant experts, ministries and regional agencies and institutions, non-governmental organizations, as well as other stakeholders including the private sector working on this area will make the PDO topics relevant, accurate and up-to-date. Trainers from the CDO can also be used to “liven up” the sessions on culture, rights, laws so that information is delivered together with “insights” on how the migrant worker may “live” with them.

## TRAINING MODULE: UNDERSTANDING THE WORK ENVIRONMENT, CULTURE AND LIVING CONDITIONS IN DESTINATION COUNTRIES

From the wide array of backgrounds of labor migrants all over the world, it comes as no surprise that there will be instances where differences in cultures would come into the picture. Migrants may feel anxiety over the unfamiliar environment which could lead to emotional stress, make them ineffective employees or worse, involuntarily carry, socially unacceptable practices in a “foreign” place. As such, it is important for any migrant worker to have an understanding of the culture and environment of his or her country of destination not only to help alleviate the anxiety of being in a foreign environment but most especially, to become an effective employee and foster good relations with his or her employer. Moreover, as majority of the Gulf States are culturally and religiously conservative, it is important for aspiring migrant workers to have a grasp of the culture and practices observed in the region.

For the COO, migrant workers are not only seen as workers needing protection but as “Ambassadors of Goodwill.” Migrant workers represent their country’s culture, customs and traditions. The country’s image and reputation are carried by the workers’ behavior and performance while abroad. For this reason, COOs provide reminders (actual sessions, videos, reminders) to be aware of the culture and the laws of the country of destination.

At the same time, CODs are also aware that their own reputation and image may also be tarnished by employer and public acts that place the migrant workers’ welfare in jeopardy. More than this, COD employers attempt to minimize differences through training to allow for greater worker productivity and workplace peace. At the workplace, cross-cultural differences may mean more than one culture is present in the workplace. Such awareness is needed when facing possible welfare and labor cases and conflicts at the workplace, in particular.

This module focuses on the following: managing cultural differences in both the workplace and the community in the COD; managing employer and employee expectations as a result of culture and the work environment; promotion of positive values towards good performance and incentives in the workplace; common problems and remedies; coping mechanisms, dealing with stress and anger. It also covers the working environment in the Gulf States which discusses the management style practiced in destination countries as well as work etiquette that should be observed in the workplace. The module also provides an overview on the regulations for legal stay in countries of destination and lastly, enumerates migrant adjustment programmes that are implemented by some countries of destination.

<b>Module Title</b>	<b>Understanding the Work Environment, Culture and Living Conditions in Destination Countries</b>
<b>Module Description</b>	This module aims to discuss the Culture and Religion practiced in the Gulf states and how these are manifested in behaviour at both the workplace and the community. It presents an overview of the culture in the region with respect to customs and norms which are expected to be understood and appreciated by migrant workers; discusses working culture observed in the region and how these cultural behaviors may affect worker safety; common labor and welfare cases arising from cultural differences and behavior.
<b>Learning Objectives</b>	At the end of the module, the participants should be able to:

	<ol style="list-style-type: none"> <li>1. Identify different cultural, ethnic, religious practices, beliefs, norms of the country prevailing in the work and living environment that may challenge their adjustment and adaptation at the COD community and workplace;</li> <li>2. Describe the behaviors expected of them at the COD and their expectation of the employers'/co-worker values, norms and behavior;</li> <li>3. Be informed of the working practices, legal aspects and adjustment programmes available for migrant workers;</li> <li>4. Be motivated to find out more about the country and its people and get a realistic understanding of what to expect in the COD.;</li> <li>5. Use basic language phrases and words useful for the first 6 months of the stay in the COD;</li> <li>6. Explain how conflict may be handled in the culture of the other.</li> </ol>
<b>Duration</b>	1 to 4 hours
<b>Methodology</b>	<p>Lecture - Discussion  Video Presentation or Flipcharts  Caselets  Exercises  Provision of Resource Materials (pamphlets which includes simple illustrative examples of norms and customs in the countries of destination)</p>
<b>Learning Assessment</b>	<p>Conduct Pre-PDO test to assess the knowledge of participants on the module topic and a Post-PDO exam right after to assess what they have learned. For the post –PDO, it might be more fun if the quiz is given in a “contest”, with the group getting the highest number of correct answers getting a prize. It is also suggested that a post-PDO test can be conducted three months after the PDO to assess the application of the information learned from the PDO plus new information to be included in the module.</p>
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> </ul> <p>Brochures and other printed IEC materials</p>
<b>Key Messages</b>	<p>The following are the essential key takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ Importance of gaining deeper understanding of how culture and religion produce behavior, norms and customs.</li> <li>▪ Such an understanding would help migrant workers manage culture shock and allow them to integrate themselves better into their environment.</li> <li>▪ Coping skills are needed in order that adjustment may be easier.</li> <li>▪ Knowing about the differences as well as why such differences enables the migrant worker to “voice” his difficulty and handle the difference.</li> <li>▪ Conflict may be handled better with a better understanding of the others’ culture.</li> </ul>

## Module Guide

Sessions	Topics	Suggested Methods	Needed Materials
Significant Points about Culture at the COD Country of Destination*	<ul style="list-style-type: none"> <li>• Significant Customs &amp; Traditions from Culture and Religion</li> <li>▪ Social Norms and Family</li> <li>▪ Handling value conflicts</li> <li>▪ Worker expectations of employers and co-workers</li> </ul>	<p>Open with Participants “understanding” of the COD culture; use caselets of migrant’s practices that may not be acceptable to or misunderstood by the employer</p> <p>Audio-Visual</p> <p>Presentation</p> <p>Role-Playing</p> <p>Group Work</p>	<p>PowerPoint on norms and practices with illustrative examples</p> <p>Pamphlets and brochures which detail the proper decorum for migrant workers in the region</p> <p>Pamphlets and brochures providing useful Arabic phrases for migrant workers</p> <p>Video clip showing customs and norms in the region.</p> <p>Resource Speaker (preferably a former/current migrant worker in the region)</p>
Working and Living Realities in the Country of Destination	<ul style="list-style-type: none"> <li>▪ Access to Public Transportation</li> <li>▪ Access to Social Services</li> <li>▪ Business Hours &amp; Holidays</li> <li>▪ Food, Clothing and Housing/Accommodations</li> <li>▪ Leisure and Recreation</li> </ul>	<p>Lecture-Discussion</p> <p>Video Presentation</p> <p>Role-Play</p>	<ul style="list-style-type: none"> <li>▪ Powerpoint presentation working and living realities in the country of destination</li> <li>▪ Powerpoint Presentation on social services available for migrant workers</li> </ul> <p>Pamphlets and brochures on working and living realities in the country of destination</p>
Understanding the Country of Destination’s Work Culture and Foreign Employer’s Management Style	<ul style="list-style-type: none"> <li>▪ Work etiquette</li> <li>▪ Management style in COD workplace</li> <li>▪ Gender roles</li> <li>▪ Handling Conflict: Common Problems and Remedies</li> <li>▪ Promotion of Positive Values towards Good Performance in the Workplace</li> </ul>	<p>Lecture-Discussion</p> <p>Video Presentation</p> <p>Caselets on Conflict at the Workplace</p>	<ul style="list-style-type: none"> <li>▪ Powerpoint presentation on the management styles and work etiquette in the countries of destination</li> <li>▪ Powerpoint Presentation gender roles in workplaces</li> <li>▪ Pamphlets and brochures on the proper working etiquette in the workplace</li> <li>▪ Video Presentation on</li> </ul>

			Work Culture in destination countries from online sources such as YouTube
Understanding the Country of Destination's Regulations for Legal Stay	<ul style="list-style-type: none"> <li>▪ Work Permit Validity</li> <li>▪ Penalties for Breach of Immigration Rules and Policies</li> <li>▪ Law of the Land Regarding Irregular Status, Drug Abuse, Labor Court, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Powerpoint presentation on immigration laws of countries of destination</li> <li>▪ Pamphlets and Brochures on immigration laws of countries of destination</li> </ul>
Programmes and Services by the Country of Destination to Facilitate Migrant Adjustment	<ul style="list-style-type: none"> <li>▪ Orientation Programmes by company, communities, embassy,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Powerpoint Presentation on available programmes and services offered by destination countries for migrant workers</li> <li>▪ Country-specific materials on programmes and services of destination countries for migrant workers.</li> </ul>
The Worker as "Ambassadors of a Country" and Ambassadors of "Meaning"	<ul style="list-style-type: none"> <li>▪ Ways in which the Worker bears his Country's Culture and Heritage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stories</li> </ul>	<ul style="list-style-type: none"> <li>▪ Powerpoint presentation on the ways (explicit examples)</li> </ul>
REVIEW/ASSESSMENT	See learning assessment section above.		

**NOTE:**

1. CODs may provide learning materials most especially on cultural orientation and migrant adjustment programmes, CODs such as Oman and Qatar have already prepared country specific manuals which include cultural and working practices. These manuals are already being used in countries of origin such as Bangladesh.
2. Destination countries may also send in resource speakers to countries of origin to conduct lectures most especially the cultural orientation for migrant workers.
3. Usage of audio-visual materials available online should be utilized.

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- Eardley, Nick. "What Is Halal Meat? - BBC News". *BBC News*. Last modified 2014. Accessed February 5, 2016. <http://www.bbc.com/news/uk-27324224>.
- International Organization for Migration,. "Migrant Training Generic Guide For Practicioners". *International Organization For Migration*. Accessed February 10, 2016.  
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## TRAINING MODULE: AWARENESS OF RIGHTS AND OBLIGATIONS PER THE EMPLOYMENT CONTRACT AND LAWS OF THE COUNTRY OF DESTINATION

An employment contract or job contract is one of the most important documents that a migrant worker must possess and fully understand. It is the formal, legal written agreement between an employer and worker which stipulates, mainly, the nature of the work, working conditions, the duties and responsibilities of both employer and worker and its corresponding monetary remuneration. In cases of distress, a worker must always turn to his or her employment contract first for legal remedies.

One of the most common problems encountered by migrant workers is their contracts. Many migrant workers generally do not understand what is written in their contracts other than the amount that they will receive.<sup>1</sup> This is dangerous as the employment contract binds the worker to his or her employer. The moment the worker signs his or her contract, it shows that he or she has read, thoroughly understood, and accept the terms stated in the contract. More than remuneration, the contract also contains other provisions for working hours and rest days, health benefits, which have also been source of conflict at the workplace. The contract also provides for how disputes may be addressed in relation to the interpretation of the contract provisions.

The national laws and practices of the COD also frame expectations about what migrant worker rights and responsibilities are. To a similar extent, migrant workers also hold expectations about foreign employment and the foreign employer. The PDO may emphasize how such expectations may need to be addressed by both CDO and COO agreeing to codes of discipline to articulate such expectations.

This module aims to provide an overview of the rights and obligations of migrant workers as spelled out in their respective contracts and the laws of their countries of destination. It discusses the features of standard employment contracts, from the parties to the contract up to the legal remedies stipulated. The module highlights the rights and responsibilities of migrant workers with emphasis on remuneration and benefits such as repatriation. Lastly, it also discusses conflict management that arises from contract violation and its corresponding legal remedies as stated in the contract and as stipulated in the national law of the countries of destination.

<b>Module Title</b>	<b>Awareness of Rights and Obligations per the Employment Contract and Laws of the Country of Destination</b>
<b>Module Description</b>	<p>This module provides an overview of the rights and obligations of migrant workers as per their contract and the laws of the COD; the components of the contract; the basic remedies in case of breach of contract in addition to the culture and workplace practices at the CDO. At the same time, the migrant worker at PDO reflects on his own duties to his family, his COO, his CDO, his employer and his community, thus building a “code of discipline” for himself and others.</p> <p>The module also proposes to have employers and CDO articulate their own expectations about the workers’ exercise of their rights and responsibilities.</p>
<b>Learning Objectives</b>	<p>At the end of the module, the participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the basic provisions of an employment contract</li> </ol>

	<p>and the parties to the contract.</p> <ol style="list-style-type: none"> <li>2. Enhance their understanding of their rights and obligations as spelled out in their contract.</li> <li>3. Specify the rights and obligation of migrant workers in accordance with the national laws and practices of the COD</li> <li>4. Describe some COD employer expectations and how this may relate to their own expectations</li> <li>5. Describe the common problems which may arise and the alternative remedies in case of contract violation and the violation of the COD laws and practices</li> <li>6. Specify what codes of conduct may be generated in to promote duty to one' COO, to the CDO, to the employer, to One's Self, to One's family and to fellow migrants and co-workers.</li> </ol>
<b>Duration</b>	2 to 4 hours
<b>Methodology</b>	<p>Lecture – Discussion  Group work and Sharing  Video Presentation/Flipcharts  Caselets/Simulation Exercises  Country specific booklets on rights of migrant workers  Audio-Visual Materials available online such as YouTube*</p>
<b>Learning Assessment</b>	<p>Conduct Pre-PDO test to assess the background knowledge of participants on the module topic and a post test that can be conducted as groups answer a quiz . The group with the highest number of correct answers wins a prize. A “round robin” of what I learned (one meta-card each) can also be used A Post-PDO exam conducted three months after the PDO to assess the application of the information learned from the PDO. This will require “finding” the worker in the COD and making arrangements for monitoring the worker.</p>
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> </ul> <p>Brochures and other printed IEC materials</p>
<b>Key Messages</b>	<p>The following are the essential key takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ Workers must be aware not only of their rights but also of their responsibilities when working abroad.</li> <li>▪ The employment contract is a basic tool for ascertaining</li> </ul>

	<p>such rights and responsibilities.</p> <ul style="list-style-type: none"> <li>▪ The COD laws and practices also define such rights and responsibilities, not only of workers but also of employers.</li> <li>▪ Knowing that workers' expectations may not initially "fit" the employer expectations in the CDO can prepare the worker in handling such conflicts that may arise.</li> <li>▪ Workers must know the proper procedures in settling disputes over contract violations and access to the COD services for such an event.</li> <li>▪ Workers have duties to oneself, one's family, to the COO, to the CDO, to the employer, to fellow migrants and co-workers.</li> </ul>
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### Module Guide

Sessions	Topics	Suggested Methods	Needed Materials
The Contract: Rights and Responsibilities of the Migrant Worker	<ul style="list-style-type: none"> <li>• Terms and Conditions: What are the rights and responsibilities of the Worker?</li> <li>• What are the Rights and Responsibilities Employers to be expected?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on the contract provisions</li> <li>• Lecture-Discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sample Standard Employment Contract</li> <li>▪ Powerpoint Flipcharts</li> <li>▪ Powerpoint Presentation that discuss the elements of the standard employment contracts.</li> </ul>
COD National Law and Customs : What They Say	<p>COD expectations of rights and responsibilities of workers</p> <p>CDO expectations of rights and responsibilities of employers</p>	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> <li>▪ Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint presentation on Relevant Laws of Countries of Destination and Insights</li> <li>• Pamphlets and brochures on Contract Laws of Countries of Destination</li> <li>• Country specific booklets on rights of migrant workers</li> </ul>
Conflict Management and the Legal	<ul style="list-style-type: none"> <li>• Common welfare problems and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> <li>▪ Video</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation on the government programmes and services</li> <li>• PowerPoint Presentation on</li> </ul>

Remedies as per the Contract	remedies <ul style="list-style-type: none"> <li>• Legal Insights in COD laws and practices</li> </ul>	Presentation	standard procedures for legal remedies for contract violation
Code of Discipline for Migrant Workers <sup>2</sup>	<ul style="list-style-type: none"> <li>• Duty to Country of Origin</li> <li>• Migrant Worker as “Ambassadors of Goodwill”</li> <li>• Duty to Country of Destination <ul style="list-style-type: none"> <li>• Respect the laws, culture and tradition</li> </ul> </li> <li>• Duty to Employer <ul style="list-style-type: none"> <li>• Fulfil duties and responsibilities as per contract</li> </ul> </li> <li>• Duty to One’s Self <ul style="list-style-type: none"> <li>• Ensure personal well-being</li> </ul> </li> <li>• Duty to One’s Family <ul style="list-style-type: none"> <li>• Maintain communication with Family back home</li> <li>• Migrant Workers as absentee-parents</li> </ul> </li> <li>• Duty to Fellow Migrants <ul style="list-style-type: none"> <li>• Cooperate with fellow migrants especially in times of crisis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation on Code of Discipline for Migrant Workers</li> <li>• Brochures and Cards</li> </ul>
Beware: Irregular Migration!	<ul style="list-style-type: none"> <li>• Identifying the Conditions for Irregular Migration</li> <li>• Agencies in COD and COO to assist those in “irregular migration”</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Cards/Pamphlets</li> </ul>

**NOTE**

1. Many migrant workers (in the lower-skilled categories) do not read their employment contracts well. Sometimes the language used is not the language used by the employment contract. Session 1 present what a contract contains, what it means in terms of workers’ rights and responsibilities. A flipchart that provides the structure and components of the contract is most helpful to “track” the “rights and responsibilities.”

2. To have migrants understand their own rights and responsibilities, there is also a need to understand employer expectations of their own rights and responsibilities, and the common problems which arise as a result of “lack of fit” between those sets of expectations.
3. Country-specific discussion /booklets may be required to support the sessions especially on the CDO national laws and customs and practices and employer expectations. It would be good if employer statements are presented to the participants, either on ppt. or in print, or in person!
4. Destination countries may also send in resource speakers to countries of origin to provide country-specific legal insights on employment contracts.
5. Access to audio-visual materials available online should be shared with the participants.
6. As the approach is “learner-centered”, and time is available, group work is a better method for getting the participants to understand and “own” such rights and responsibilities. Have small groups create a list of their rights and responsibilities after a discussion of an employment contract. These are then presented to the whole class and wrapped-up by best practices.
7. The session on Code of Discipline may also be conducted using group work or having participants, using meta-cards, “build” with the facilitator the code itself. Participants are asked to suggest what the rights and responsibilities are. These are then posted under the headings of “workers’ rights and responsibilities, “duty to oneself”, “duty to family”, etc. Having more participation creates interest as well as greater probability of participants remembering what has been presented.
8. As in the other modules, the trainer-facilitator may use this module as a guide and “shape” the final module in terms of the kind of participants (mixed or homogenous? Same company or CDO or mixed? All household workers or mixed kinds of workers?) , the time allotted for this module.
9. During the discussion, emphasis should be made as to how migrant workers, or even tourists, regardless of their skill category or position become “Ambassadors of Goodwill” not only to their employers but to the entire Country of Destination. They represent their countries and as such, must dress, speak and act in a way that will not tarnish the reputation of his/her country of origin.

## Endnotes

<sup>1</sup> Ray Jureidni, *Arab Gulf States: Recruiting Asian Workers*, Explanatory Notes (Gulf Labor Markets and Migration, 2014), accessed February 14, 2016, [http://cadmus.eui.eu/bitstream/handle/1814/32149/GLMM%20ExpNote\\_03-2014.pdf?sequence=1&isAllowed=y](http://cadmus.eui.eu/bitstream/handle/1814/32149/GLMM%20ExpNote_03-2014.pdf?sequence=1&isAllowed=y).

<sup>2</sup>Graziano Batistella, *Mapping Of National Pre-Departure Orientation (PDO) Programmes Of Countries Of Origin* OInternational Organization for Migration,. "Migrant Training Generic Guide For Practitioners". International Organization For Migration. Accessed February 10, 2016. [https://www.iom.int/jahia/webdav/shared/shared/mainsite/activities/facilitating/Migrant\\_Training\\_Generic\\_Guide\\_for\\_Practitioners.pdf](https://www.iom.int/jahia/webdav/shared/shared/mainsite/activities/facilitating/Migrant_Training_Generic_Guide_for_Practitioners.pdf).

Batistella, Graziano. *Mapping Of National Pre-Departure Orientation (PDO) Programmes Of Countries Of Origin Of The Abu Dhabi Dialogue (ADD)* (Quezon City: Scalabrini Migration Center, 2015).

Jureidni, Ray, *Arab Gulf States: Recruiting Asian Workers*, Explanatory Notes (Gulf Labor Markets and Migration, 2014), accessed February 14, 2016, [http://cadmus.eui.eu/bitstream/handle/1814/32149/GLMM%20ExpNote\\_03-2014.pdf?sequence=1&isAllowed=y](http://cadmus.eui.eu/bitstream/handle/1814/32149/GLMM%20ExpNote_03-2014.pdf?sequence=1&isAllowed=y).

OFW Guide, "Beware Of Employment Contract Substitution", Ofwguide.Com, last modified 2016, accessed February 14, 2016, [http://www.ofwguide.com/article\\_item-1010/Beware-of-Employment-Contract-Substitution.html](http://www.ofwguide.com/article_item-1010/Beware-of-Employment-Contract-Substitution.html).

Suggested list of links to videos for sample PDO.

OWWA,. "OWWA PDOS Kingdom Of Saudi Arabia (KSA)". Youtube. Accessed February 11, 2016. <https://www.youtube.com/watch?v=DM3zjKSBKio>.

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OWWA,. "OWWA PDOS UAE". Youtube. Accessed February 11, 2016. <https://www.youtube.com/watch?v=yq2lqVwIWTA>.f *The Abu Dhabi Dialogue (ADD)* (Quezon City: Scalabrini Migration Center, 2015).

## TRAINING MODULE: AWARENESS OF HUMAN RIGHTS AND GENDER DIMENSIONS OF MIGRATION INCLUDING PROTECTION AGAINST TRAFFICKING

Every migrant worker has the right to life, the right to be protected by the law, the right to be protected against slavery and forced labor, etc. This notion is affirmed by the establishment of treaties and agreements such as the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, which was adopted by the United Nation’s General Assembly in 1990. This details the rights that should be extended to every migrant worker and their family members.

Migrant workers can be among the most vulnerable members of the communities in which they live and work. Many suffer serious violations of their human rights, including ill-treatment by immigration or law enforcement authorities, abusive or exploitative working conditions, a lack of basic workplace rights and protection, limited access to social security, systemic discrimination and wide-spread xenophobia and prejudice.

At the same time, women stand as one of the most vulnerable groups both at origin and destination. The focus of many interventions has been on ‘safe migration’ for women. Women are more likely to approach informal and illegal channels of recruiters for several reasons: gender discrimination which limits access to accurate and reliable information; lack of time to search for legal channels; restrictive and cumbersome procedures involved in legal migration; lack of funds to pay legal recruitment fees; and also deliberate targeting of women as easy victims by such recruiters. This is further exacerbated by the fact that in many destination countries, labor laws cover male laborers but do not protect female household workers.<sup>1</sup> Normal MOUs signed between origin and destination countries typically exclude domestic workers. As such, female domestic workers are at higher risk of falling victim to trafficking in persons.

This module aims to provide migrant workers with information on the basic human rights of migrant workers as per international law and how the national laws of countries of destination enable him to be protected under such rights. It also covers the gender dimension of migration in which women are at higher risk of abuse in workplaces where emphasis will be given on domestic workers who are the most vulnerable to abuse. Lastly, it details the distinction between irregular migration, trafficking in persons and illegal recruitment as well as the measures to be taken by migrant workers to identify and avoid falling victim to irregular migration, trafficking in persons and illegal recruitment and the legal remedies for those who do fail to do so.

<b>Module Title</b>	<b>Awareness of Human Right and Gender Dimension of Migration Including Protection Against Trafficking</b>
<b>Module Description:</b>	This module describes the basic human rights of migrant workers and their corresponding responsibilities as stated in the international convention as well as those stated in the national laws and regulations. It also provides participants to discuss such rights in more practical terms in the context of the COD, its national laws and practices. The module also discusses the gender dimension of migration to the gulf states and how these affect female migrant workers. Lastly, the module will differentiate trafficking in persons, illegal recruitment and irregular migration, enumerate means as to how illegal recruitment can be avoided and enumerate possible remedies for those who

	became victims to illegal recruitment.
<b>Learning Objectives</b>	<p>At the end of the module, the participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe how the basic human rights as stated in the international conventions are practiced in the COD and how these are enunciated in the national laws and customs, practice;</li> <li>2. Identify the “vulnerabilities” of women in migration and (gender relations, sexual harassment, and racial discrimination) which may differ culturally and legally from their home country and how best to avoid falling victim to these practices;</li> <li>3. Identify factors that lead to irregular migration, trafficking of persons and illegal recruitment and how to prevent it;</li> <li>4. State the legal remedies for irregular migration, illegal recruitment and trafficking of persons available in the COD and COO.</li> </ol>
<b>Duration</b>	2 to 4 hours
<b>Methodology</b>	<p>Lecture – Discussion  Video Presentation  Caselets  Simulation Exercises  Provision of Resource Materials such as Pamphlets and booklets</p>
<b>Learning Assessment</b>	See Review Session below. Conduct Pre-PDO test to assess the background knowledge of participants on the module topic and a Post-PDO exam after the session. If resources allow, a post PDO test can be conducted three months after the PDO to assess the application of the information learned from the PDO.
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> </ul> <p>Brochures and other printed IEC materials</p>
<b>Key Messages</b>	<p>The following are the essential key takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ Knowledge of their rights under the international law and the laws of the countries of destination empower migrant workers;</li> <li>▪ Being aware of their rights as well as access to remedies when these are violated better prepares migrant workers and helps alleviate stress from working in a foreign country;</li> <li>▪ Aspiring migrant workers that are informed of the mechanisms of illegal recruitment would be in a better position to avoid falling prey to illegal recruiters.</li> </ul>

## Module Guide

Sessions	Topics	Suggested Methods	Needed Materials
Human Rights of Migrant Workers under International and National Law	<ul style="list-style-type: none"> <li>• Rights of Migrant Workers under International Law               <ul style="list-style-type: none"> <li>- Basic Human Rights</li> <li>- Rights of Migrant Workers According to the United Nations Rights of Migrant workers under the national law of destination countries.</li> </ul> </li> <li>• Common Problems encountered relating to rights of migrant workers. (e.g. Passport Withholding, Delayed Payments, Racial Discrimination, Assault)</li> <li>• Remedies (COO and COD) to problems encountered by migrant workers               <ul style="list-style-type: none"> <li>• Complaints handling system in organization/HH in COD embassies/consuls</li> <li>• Role of the Police</li> <li>• Role of the Government of Country of Destination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Quiz among groups</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint on rights of Migrant Workers under international and national law</li> <li>• Pamphlets and brochures which details the rights of migrant workers</li> <li>• Country specific booklets on rights of migrant workers</li> <li>• “Safe migration” cards</li> </ul>
Gender Dimension of Migration	<ul style="list-style-type: none"> <li>• Rights of female domestic workers under the national law of destination countries.</li> <li>• Common Problems encountered relating to rights of domestic workers.               <ul style="list-style-type: none"> <li>• Delayed Payments</li> <li>• Passport Withholding</li> <li>• Racial Discrimination</li> <li>• Assault</li> <li>• Sexual harassment</li> <li>• Rape</li> </ul> </li> <li>• Remedies to problems encountered by domestic workers.               <ul style="list-style-type: none"> <li>• Role of employment agencies</li> <li>• Role of embassies/consuls</li> <li>• Role of the Police</li> <li>• Role of the Government of Country of Destination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Caselet Discussion</li> <li>• Lecture-Discussion</li> <li>• Video Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint presentation on the Rights of Domestic Workers</li> <li>• Female Resource Speaker (Former Migrant Worker in Countries of Destination)</li> <li>• Videos depicting living and working conditions of female migrant workers.</li> </ul>
Illegal Recruitment	<ul style="list-style-type: none"> <li>▪ Understanding Illegal Recruitment               <ul style="list-style-type: none"> <li>• Definition of Illegal Recruitment</li> <li>• Kinds of Illegal Recruitment</li> </ul> </li> <li>▪ Tips in Identifying and Avoiding Illegal Recruiters               <ul style="list-style-type: none"> <li>• Persons liable for Illegal Recruitment</li> <li>• Modus Operandi of Illegal Recruiters</li> </ul> </li> <li>• Legal Remedies for Victims of Illegal Recruitment               <ul style="list-style-type: none"> <li>• Cases and Jurisprudence on Illegal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Video Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation on Illegal Recruitment</li> <li>• Audio-Visual Materials showing dangers of Illegal Recruitment</li> </ul>

	Recruitment		<ul style="list-style-type: none"> <li>• Handouts, brochures, flyers or pamphlets on illegal recruitment</li> </ul>
Trafficking in Persons	<ul style="list-style-type: none"> <li>• Understanding Trafficking in Persons <ul style="list-style-type: none"> <li>• Definition of Trafficking in Persons</li> </ul> </li> <li>• Tips in Identifying and Avoiding Trafficking in Persons <ul style="list-style-type: none"> <li>• Acts of Trafficking in Persons</li> <li>• Qualified Trafficking</li> </ul> </li> <li>• Legal Remedies for Victims of Trafficking in Person <ul style="list-style-type: none"> <li>• Who can file cases?</li> <li>• When can cases be filed?</li> <li>• Where to file?</li> <li>• Penalties</li> <li>• Related Laws</li> <li>• Programs and Services for Victims of Trafficking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation on Trafficking in Persons</li> <li>• Handouts, brochures, flyers or pamphlets on Trafficking in Persons</li> </ul>
Session 5: Irregular Migration	<ul style="list-style-type: none"> <li>• Understanding irregular migration <ul style="list-style-type: none"> <li>• Why do people end up in an irregular migration status?</li> <li>• Who are the migrants in irregular situations?</li> <li>• Can documented migrants be irregular migrants? How does it happen?</li> <li>• Dangers of irregular migration</li> </ul> </li> <li>• Tips in Identifying and Avoiding Irregular Migration <ul style="list-style-type: none"> <li>• Irregular Migration and Illegal Recruitment</li> <li>• Irregular Migration and Trafficking in Persons</li> <li>• Framework in Addressing Irregular Migration</li> </ul> </li> <li>• Legal Remedies for Victims of Irregular Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Caselet Presentation</li> <li>• Lecture-Discussion</li> <li>• Video Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint Presentation on Illegal Recruitment</li> <li>• Video Presentation of “Ikaw, handa ka na ba?” produced by ILO and POEA</li> <li>• Handouts, brochures, flyers or pamphlets on illegal recruitment</li> </ul>
Review	At the end of the session, have participants reflect upon what they have learnt and how that fits with the other parts of the PDO and their work experience. Reviewing is voluntary. Trainer may use “round robin”, “snowball fight” to induce voluntary contributions. Or set up a contest among 2-3 small groups and give out a quiz. The winning group gets a prize! Note: reviewing acknowledges that adult learning requires a conscious effort at remembering. For evaluation, level 1 or 2 of		

	evaluation (see section on Evaluating training, Part II of this Paper).		
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**NOTE:**

1. This session is quite heavy and information overload may easily occur. The trainer may access film animation of specific topics or generate these materials.
2. For migrants who are vulnerable to irregular migration context, it is best to take this out and create a full session on it.
3. Emphasis should be made on how migrant workers can sometimes unknowingly become irregular migrants. These are regular documented migrants that end up being undocumented during their stay, most especially those that overstay in CODs while looking for another employer after the end of their contract
4. For women migrant workers, it is proposed that a fuller discussion be made. There are existing materials in ADD COOs that have been developed by both government and NGOs.

**Endnotes**

<sup>1</sup>Michele Ruth Gamburd, "Sri Lankan Migration To The Gulf: Female Breadwinners - Domestic Workers | Middle East Institute", *Middle East Institute*, last modified 2010, accessed February 12, 2016, <http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers>.

<sup>2</sup>International Labour Organization, *Issue Paper: Fair Recruitment In International Labour Migration Between Asia And The Gulf Cooperation Council Countries* (International Labour Organization, 2015), accessed February 12, 2016, <http://www.solutionexchange-un-gen-gym.net/wp-content/uploads/2015/11/Fair-recruitment-in-international-labour-migration-between-Asia-and-the-Gulf-Cooperation-Council-countries.pdf>

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<https://www.youtube.com/watch?v=DM3zjKSBKio>.

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<https://www.youtube.com/watch?v=DM3zjKSBKio>.

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<https://www.youtube.com/watch?v=R9PgXsScpUY>.

OWWA,. "OWWA PDOS UAE". Youtube. Accessed February 11, 2016.  
<https://www.youtube.com/watch?v=yq2lqVwIWTA>.

## TRAINING MODULE: REMEDIES IN CASES OF DISTRESS AND CRISIS SITUATIONS

The global scale, scope and speed of present-day crises, disasters, emergencies and hazards has become increased the vulnerability of migrant workers. What is encountered are social conditions of large-scale risks or threats; consequently, global migrants can be considered as belonging to “social risk positions”, marked with increased uncertainty and doubt.

As a consequence, overseas migrant workers are exposed to potential hazards, risks and deprivation even of the most fundamental necessities, including food and shelter, as well as imminent threat to their person and well-being. Such conditions carry with them significant social and emotional impacts that linger long after each event. The migration dimensions of a crisis are overlooked in the crisis response.

Countries are developing and have developed national laws or policies on migrant workers in line with the distress, crises, emergency and natural disasters. For instance, with the breadth of experience in managing migration of workers abroad since 1970s, the Philippine government have established different mechanisms to help in distress and crises situations. The Overseas Workers Welfare Agency (OWWA), an attached agency of the Department of Labor and Employment (DOLE), has been created to provide comprehensive protection of Filipino Migrants at every stage of the migration cycle. An OWWA Fund, a single trust fund built on membership contributions of US\$25 from Overseas Filipino Workers (OFWs) or their employers was established to: (1) provide services and benefits to temporary migrant workers; and (2) ensure sustainability and fund viability for the continuous protection of OFWs; this fund is also earmarked for tracing OFWs’ whereabouts during distress situations, OFW counselling, as well as repatriation and reintegration. In 1994 The Magna Carta for Migrant Workers (Republic Act 100022 of 2009) – an improvement of the Migrant Workers and Overseas Filipinos Act of 1995 – to further improve the standards of protection and promotion of the welfare of the FWs and their families; this does not only focus on repatriation, but also the establishment of an Emergency Repatriation Fund, as well as Migrant Workers and Other Overseas Filipinos Resource Center (MWOFRFC) at every Philippine Embassy in destination countries where there are significant number of OFWs – the MWORFRC provides medical, legal and counselling services for distressed OFWs<sup>2</sup>. In cases of war, epidemic, disaster or calamities, even economic downturns, OWWA would initially try to obtain repatriation money from the OFWs’ employers or recruitment agencies. If repatriation money cannot be obtained after forty-eight (48) hours, OWWA will advance the money for repatriation, and wait for reimbursement from the recruitment agency due to its legal obligation based on the Migrant Workers Act of 1995.

IOM explains that: “The variety of crisis situations in North Africa, the Middle East and Gulf, and Asia have called for the humanitarian community to more effectively integrate migrants in humanitarian response. As an affected population during crises, migrants have often been less visible or neglected and may not be accounted for in traditional humanitarian responses”<sup>3</sup>. With this at hand, the government and other concerned institutions role in equipping the overseas migrant workers should be highlighted. The importance of providing training on preparing overseas migrant workers, before migration, in preparing, coping with crises, emergencies, disasters and forecasting potential hazards is generally acceptable. Governments and the concerned institutions should not be passive, because otherwise they would be accused of neglecting the overseas migrant workers. Consequently, it is imperative to raise awareness of the need for developing preparedness and resilience among overseas migrant workers to distress and crises situations, as well as disasters and emergencies.

<b>Module Title</b>	<b>Remedies in Cases of Distress and Crises Situations</b>
<b>Module Description</b>	This module intends to prepare the participants to respond to and manage distress and crises situations. A different community and foreign employment already generates a level of distress. This is exacerbated by emerging risks and threats, personal distress and crises situations, emergencies, as well as natural and man-made disasters. Both COO and CDO have set up mechanisms that address such risks – not only to the migrant worker but also to the organization, the community and the country of both migrant workers and the COD.
<b>Learning Objectives</b>	At the end of the module, the participants would be able to: <ol style="list-style-type: none"> <li>1. Describe potential risks and threats and vulnerability, which are sources of personal distress, and social crises situations, emergencies as well as disasters that they may encounter as a result of their migration;</li> <li>2. Identify the level of vulnerability of the migrant worker;</li> <li>3. Identify different support mechanisms in COD and COO to reduce personal vulnerability;</li> <li>4. Describe areas for self-management and coping; and</li> <li>5. Carry out a simple risk and personal readiness assessment for emergencies, etc.</li> </ol>
<b>Duration</b>	1 hour to 4 hours
<b>Methodology</b>	Caselets (can be animated versions that can be played out during the session and discussed) Lecture-Discussion Flipcharts Manuals and materials to be handed out
<b>Module Outline</b>	<ol style="list-style-type: none"> <li>I. Migration and Risks: Overview <ol style="list-style-type: none"> <li>A. Types of Risks</li> <li>B. Potential Risks by Country and/or Specific Area</li> </ol> </li> <li>II. Personal Distress <ol style="list-style-type: none"> <li>A. Types of Distress (Homesickness, Inter-personal Conflict, Culture Shock)</li> <li>B. Personal, Emotional and Psycho-Social Distress</li> <li>C. Dealing and Coping Mechanisms</li> <li>D. Support mechanisms available at COD</li> <li>E. Frequently Asked Questions (FAQs)</li> </ol> </li> <li>III. Crises and Disaster Preparedness <ol style="list-style-type: none"> <li>A. Types of Man-Made Crises and Natural Disasters</li> <li>B. Preparing for Such emergencies (COD and COO)</li> <li>C. Dealing and Coping <ol style="list-style-type: none"> <li>1. Crisis Alert Levels and Expected Responses</li> <li>2. Government Agencies and Crisis Teams</li> </ol> </li> <li>D. Frequently Asked Questions (FAQs)</li> </ol> </li> </ol>
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Learning Assessment</b>	At the end of the session, have participants reflect upon what they have learnt and

	<p>how that fits with the other parts of the PDO and their work experience. Reviewing is voluntary. Trainer may use “round robin”, “snowball fight” to induce voluntary contributions. Or set up a contest among 2-3 small groups and give out a quiz. The winning group gets a prize! Note: reviewing acknowledges that adult learning requires a conscious effort at remembering. For evaluation, level 1 or 2 of evaluation (see section on Evaluating training, Part II of this Paper).</p>
<b>Key Messages</b>	<p>The following are essential takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ RISKS are a combination of threat and vulnerability. Such risks have different sources depending on the COD.</li> <li>▪ There may be risks for both the individual, the organization/community that he is about to join, and the COD.</li> <li>▪ Understanding potential risks and institutions that may handle such situation, would enable the participant to be potentially prepared for such conditions.</li> <li>▪ Assessing the risk, even on a simple level, is an essential and continuous process to determine the vulnerability of the individual worker and his organization and/or community.</li> <li>▪ Personal coping, monitoring and management of personal well-being, once identified, are an important source of de-stress and can help migrant workers achieve peace of mind, minimize vulnerability to security risks and contribute to his productivity.</li> </ul> <p>Note: The module can be customized according to specific country context.</p>

### Module Guide

Session	Topics	Methodology	Needed Materials
Migration and Risks: Overview	<p>Risks: Threat x Vulnerability</p> <p>Types of risks</p> <p>Potential Risks by Country and/or Specific Area</p>	<ul style="list-style-type: none"> <li>▪ Lecture Discussion</li> <li>▪ Sharing of experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Cards and Flip-charts</li> </ul>
Dealing with Stress	<p>Different types of stress: sources and symptoms</p> <p>Distress Situations</p> <ul style="list-style-type: none"> <li>- Homesickness <ul style="list-style-type: none"> <li>o Dealing with Homesickness</li> </ul> </li> <li>- Stress <ul style="list-style-type: none"> <li>o Stress Evaluation</li> <li>o Stress Reduction Guide</li> </ul> </li> <li>- Personal, Emotional and Psycho-Social Distress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case</li> <li>▪ Group work</li> <li>▪ Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> </ul>
Crisis Occurrence and	General Overview	<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Case</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> </ul>

<p>Disaster Preparedness (Depends on CDO's vulnerability –context)</p>	<p>Human-Made and Biological Crises</p> <ul style="list-style-type: none"> <li>- Disease Outbreak</li> <li>- Economic</li> <li>- Food Crisis</li> <li>- Refugees</li> <li>- Terrorist Attack</li> <li>- War</li> </ul> <p>Natural Disasters</p> <ul style="list-style-type: none"> <li>- Earthquake</li> <li>- Heatwave</li> <li>- Typhoons, Cyclones and Hurricanes</li> <li>- Tsunami</li> <li>- Volcanic Eruption</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> <li>▪ Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Checklist</li> <li>▪ Brochures and IEC Materials</li> </ul>
<p>Readiness and Preparedness : Support Mechanisms and Infrastructure of COD and COO</p>	<p>General and Context-Specific Support Mechanisms</p> <p>Crisis Alert Levels and Expected Responses</p> <ul style="list-style-type: none"> <li>- Alert Level 1: Precautionary Phase</li> <li>- Alert Level 2: Restriction Phase</li> <li>- Alert Level 3: Voluntary Repatriation Phase</li> <li>- Alert Level 4: Mandatory Repatriation Phase*</li> </ul> <p>*COO and COD input is required</p> <p>COO Organizations and Institutions (Example, Philippines)</p> <ul style="list-style-type: none"> <li>- DOLE</li> <li>- OWWA</li> <li>- DFA</li> <li>- Embassy and Consul</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Case</li> <li>▪ Lecture-Discussion</li> <li>▪ Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC Materials</li> </ul>

	<ul style="list-style-type: none"> <li>- Overseas Preparedness Response Team (OPRT)</li> <li>- Rapid Response Team (RPT)</li> <li>- UN</li> <li>- WHO</li> </ul> <p>COD Organizations and Institutions</p> <p>Frequently Asked Questions (FAQs)</p>		
Review	<p>Simple Assessment of Worker Personal Vulnerability</p> <p>(Group Work)</p>	<ul style="list-style-type: none"> <li>▪ Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment Checklist or Worksheet</li> </ul>

**NOTE:**

1. Many migrant workers are more focused on the financial aspects of migration. The facilitator can emphasize that, even with this corresponding benefit, the workers should understand the need to be ready for risks that they might encounter in the CODs.
2. Session can open with asking the participants their own perception about three sources of risks in the COD and community they are about to join. Have them share how stress is managed by them in their COO. Then, move to a discussion of what foreign employment really means and the threats and vulnerabilities that are produced.
3. Country-specific discussion /booklets may be required to support the sessions. Videos and downloaded clips can also be included whether it is human-made risks or disaster situations.
4. Role-playing can also be done by group in order to simulate specific risks.
5. As Infrastructure for Crisis Alert Levels may vary from one country to another, standards from both COOs and CODs should be discussed. Every migrant worker to be deployed has to be fully appraised about the established procedures and protocols of crisis management both in their home country and country of destination.

**Endnotes**

<sup>1</sup>Beck, U. (2006). “Living in the World Risk Society”. *Economy and Society*, 35 (3): 329-345.

<sup>2</sup>Overseas Workers Welfare Administration (OWWA). (2014). *About OWWA*. <http://www.owwa.gov.ph>.

<sup>3</sup>International Organization for Migration. (2015). <http://www.iom.int>.

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Bennet, N. and J. Lemoine. (2014). "What VUCA Really Means for You". *Harvard Business Review*, January-February 2014.

World Health Organization (WHO). (2013). *Emergency Response Framework*. Geneva: WHO.

#### **Websites**

The Internal Displacement Organization. The organization provides useful information on migration crises and how respond in such situations. <http://www.internal-displacement.org/>.

Overseas Workers Welfare Administration (OWWA). As the overarching agency for OFWs, useful information in emergency situations can be accessed in this site. <http://www.owwa.gov.ph> .

University of Pennsylvania. The university has proposed a six stage model in dealing with crisis situations. Can be accessed through:  
[http://www.vpul.upenn.edu/caps/files/Dealing\\_with\\_a\\_Crisis\\_1335543935.pdf](http://www.vpul.upenn.edu/caps/files/Dealing_with_a_Crisis_1335543935.pdf)

World Health Organization (WHO). Provides regular updates on diseases and disease outbreak. Can be accessed through: <http://www.who.int/en/>

## TRAINING MODULE: HEALTH MANAGEMENT WHILE WORKING ABROAD

Migrants and mobile populations benefit from an improved standard of physical, mental and social wellbeing, which enables them to substantially contribute towards the social and economic development of their home communities and host societies. With the growing population of migrants crossing borders to attain better social and economic conditions, migrants' health and well-being are emerging as global issues to be delved into. For example, recent research discusses low-waged migrant labor as related to health vulnerability, specifically AIDS and HIV. This does not come to a surprise, and with other global health concerns, pandemics, and epidemics, migrant workers are becoming more vulnerable. Aside from particular demands on government policies made at all levels of governance, healthcare systems and healthcare management practices should be able to be responsive to such concern.

Health challenges and issues posed by international migration are essential considerations in preparing the workforce that would travel abroad. With the growing problem of non-communicable diseases and illnesses, as well as the costs of health care in a foreign country, overseas migrant workers should understand the implications of proper health management and care while working abroad. Indeed, a "healthy" migrant worker is an important goal with far-reaching value for all. This module demonstrates how analyzing the processes through which labor migration creates health vulnerability can shift attention away from addressing sickness, illnesses and disease but addressing vulnerabilities through appropriate behavioral preparation and increased readiness. Furthermore, the module emphasizes active self-care and health monitoring and management to be more responsive and relevant to the migrants' needs.

This module focuses introduces a holistic approach to the overseas migrant worker reminds him of his vulnerability to health issues at the COD. With the growing problem of non-communicable diseases and illnesses, as well as the costs of health care in a foreign country, overseas migrant workers should understand the implications of proper health management and care while working abroad. Indeed, a "healthy" migrant worker is an important goal with far-reaching value for all. This module demonstrates how analyzing the processes through which labor migration creates health vulnerability can shift attention away from addressing sickness, illnesses and disease but addressing vulnerabilities through appropriate behavioral preparation and increased readiness. Furthermore, the module emphasizes active self-care and health monitoring and management to be more responsive and relevant to the migrants' needs.

<b>Module Title</b>	<b>Health Management While Working Abroad</b>
<b>Module Description</b>	This module provide learners with an appreciation of the role of self-management and heath service delivery in the context of working abroad. This presents an overview of health care provided to overseas migrant workers within a variety of institutional settings (hospitals, medical facilities and clinics) as well as outpatient and home care services. The end of the module would deal with most popular diseases encountered by migrant workers abroad and possible remedial action.
<b>Learning Objectives</b>	At the end of the module, the participants would be able to: <ol style="list-style-type: none"><li>1. Recognize the potential health hazards, threats and risks in transit to, as well as in the CDO;</li><li>2. Identify different institutional and outpatient health care and management services and settings in the country of destination; and</li></ol>

	3. Demonstrate readiness if encountering such situations.
<b>Duration</b>	1 -2 hours
<b>Methodology</b>	Caselets Lecture-Discussion Simulation
<b>Module Outline</b>	<p>I. Health and Safety Awareness</p> <p>A. Country and City Overview</p> <p>B. Pre-Departure Vaccination</p> <p>II. Institutions Responsible for Health Care</p> <p>A. Provisions in the Employment Contract</p> <p>B. Clinics, Medical Facilities and Hospitals at COD</p> <p>C. Emergency Institutions and Contact Information</p> <p>D. Consuls, Embassy and Government Agencies on Health</p> <p>III. Readiness</p> <p>A. Potential Hazards, Threats and Risks</p> <p>1. Common Ailments, Illnesses and Diseases in the Area</p> <p>2. Dealing and management of Sexually Transmittable Diseases (STDs), AIDS and HIVs and other sexual health risks</p> <p>3. Global Health Risks</p> <p>B. Frequently Asked Questions (FAQs)</p> <p>Note: The content and the outline can be modified and revised based on specific country conditions and training participants' requirements.</p> <p>Other topics that could not be covered can be supplemented by printed Information and Education Campaign (IEC) materials like brochures and leaflets, as well as digital and multimedia resources available in identified websites and information kiosks.</p>
<b>Learning Assessment</b>	<p>REVIEW at the end. Provide an exercise for participants to articulate what they think they learned during the session and how they may be able to act on some of the recommendations. A question like, what can you do in the next 7 days to prepare yourself to be healthy in the first six months of your stay in the COD? Make time for them to discuss in groups. OR Give out a quiz of 5 questions to individuals or groups and give a prize to those who did 100%. OR ask the groups to make a health readiness checklist for their COD.</p>
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital and Multimedia Materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Key Messages</b>	<p>The following are essential takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ Self-care, monitoring and management of personal well-being is critical minimum in keeping one's health in the COD.</li> <li>• Understanding potential health threats and risks, healthcare and medical institutions that may handle such situation, as well as symptoms and immediate remedies will minimize the stress on both the worker and his</li> </ul>

	<p>family, worker and his employer.</p> <ul style="list-style-type: none"> <li>▪ Knowing support mechanisms available will help de-stress workers and provide workers with fastest possible means to well-being.</li> </ul> <p>Note: The module can be modified based on country-specific information and according to training participant requirements.</p>
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## Module Guide

Session	Topics	Methodology	Needed Materials
Health and Safety Awareness	Health: Defined Safety: Defined Country and City Overview Pre-Departure Vaccination	<ul style="list-style-type: none"> <li>▪ Case</li> <li>▪ Group work</li> <li>▪ Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> </ul>
Support Mechanisms for Workers' Well-being and Health Maintenance and Access to Care	Support Infrastructure at Place of Work and COD Place of Work: Standard Employment Contract Clinics, Medical Facilities and Hospitals in the Community Emergency Institutions and Contact Information Consuls, Embassy and Government Agencies on Health	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> </ul>
Common Problems and Modes of Prevention	Potential Hazards, Threats and Risks <ul style="list-style-type: none"> <li>- Common Ailments, Illnesses and Diseases in the Area</li> <li>- Dealing and management of Sexually Transmittable Diseases (STDs), AIDS and HIVs and other sexual health risks</li> <li>- Global Health Risks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Case</li> <li>▪ Lecture-Discussion</li> <li>▪ Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC Materials</li> </ul>

	<ul style="list-style-type: none"> <li>○ AH1N1</li> <li>○ AIDS and HIV</li> <li>○ Ebola</li> <li>○ MERS-CoV</li> <li>○ Microcephaly/Zika</li> <li>○ Others</li> </ul> <p>- Frequently Asked Questions (FAQs)</p>		
Review	Quiz or Group Work on Assessing Readiness for Migration	▪ Assessment	

**NOTE:**

1. A learner –centered approach activity would enable the participants to share personal things like hygiene, personal practices in health management while also recognizing that they likely represent different perspectives.
2. Sometimes, knowing whether the correct vaccinations, etc. or where medicines and doctors can be availed of in the COD can already make the worker most assured and feel “safe.”
3. It is suggested that the module developers ask labor attaches or CODs the most frequent health conditions that workers face in their six months. Workers can then be advised how best to prepare for them (for example, extreme heat or cold, high altitude workplaces, etc.)
4. What-to-do scenario planning activity and or group role play can also be used. With this the participants can choose specific cases of illnesses, disasters and risks to simulate potential responses/reactions during these situations.

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## TRAINING MODULE: MANAGEMENT OF EARNINGS AND REMITTANCE

Overseas migrant workers work abroad primarily for economic reasons, looking at the promise of better job opportunities and improved income and earnings that would greatly contribute to them and their families. Furthermore, the Asian Development Bank (ADB) reported that, with Asia receiving the most remittances in the world, “remittances have become a stable source of foreign exchange income that helps maintain the resiliency and stability of Asian economies and improve the welfare of migrant and other households”.

Remittances constitute the most visible benefit of migration. Migrant workers and their families are very concerned about how to remit the needed money to their families at the lowest cost and fastest and most secure means of doing so. The cost of remittance through banks and equivalent services and the delay in receiving (sometimes not receiving) sometimes push migrants to rely on informal channels, which are insecure. This has changed in the recent years in ensuring the fast delivery of money at lowered costs through the more secure formal banking channels. Such a change has been encouraged by the different countries as benefits accrue the national system as the remittances enter into the national financial system immediately. It must be noted that governments and NGOs have expressed concern that remittances have “fed” consumeristic behaviors and minimizing savings among the workers and their families leading to continued migration decisions. In some COOs, most PDOs and private sector groups have focused on providing migrants and their families information on savings and investments alternatives in a move to curb such “consumption” behaviour.

The goal of many migrant workers is to be able to send their children to school and support the needs of their families. They dream of saving and investing enough money to be able to build homes and to start their own businesses when they return home. However, the majority are not able to sufficiently save and invest to fulfill their long-term goals despite long years of work abroad. Many PDO, as well as in-country training, include the enhancement of the migrants’ financial literacy with the intent of expanding the scope of migrants’ and their corresponding families’ choices and fostering an environment for medium-term and long-term financial viability. This is also to assist the migrant worker to return to his COO and step off continuing migration cycles.

With the information provided in the training, It is intended to increased financial awareness and knowledge as well as help in modifying financial behavior in favour of savings mobilization, of the overseas migrant workers and their families. The training works in multiple ways. First, with the introduction of fundamental financial concepts, the participant develops financial awareness and capacity as he/she proceeds with the training. Second, options are provided to the participant in terms of short-term, medium-term and long-term financial outcome; consequently, developing his/her agency and providing empowerment to choose. Lastly, with the financial action plan, the participant and his/her family can make better informed decisions on savings and investment vis-a-vis unnecessary consumption.

<b>Module Title</b>	<b>Management of Earnings and Remittance</b>
<b>Module Description</b>	This module provides an overview of how overseas migrant workers and their families can manage their earnings and remittance. This module is intended to improve the financial literacy of its participants in the context of migration. This would also be supplemented with education and information campaigns to scale up existing financial literacy initiative.

<b>Learning Objectives</b>	<p>At the end of the module, the participants would be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the method for successfully remitting their earnings to their families;</li> <li>2. Explain the value of managing their earnings in line with their personal and families' financial requirements;</li> <li>3. Understand the flow of such earnings for consumption, savings and investment; and</li> <li>4. Prepare an initial budget and savings action plan.</li> </ol>
<b>Duration</b>	1-2 hours
<b>Methodology</b>	<p>Actual demonstration Case Analysis Lecture-Discussion Workshop</p>
<b>Module Outline</b>	<ol style="list-style-type: none"> <li>I. Alternatives Methods for Remitting from COD to Workers' HH <ol style="list-style-type: none"> <li>A. Laws and regulations at COD governing remittances to COO</li> <li>B. Mechanisms for remittances at COD and COO</li> </ol> </li> <li>II. Financial Awareness <ol style="list-style-type: none"> <li>A. Earning and Income</li> <li>B. Earnings versus Expenses</li> <li>C. Budgeting <ol style="list-style-type: none"> <li>1. Managing Personal Expenses</li> <li>2. Managing Remittance for HH use</li> <li>3. Managing Loans and Debts</li> </ol> </li> <li>D. Savings</li> <li>E. Short-Term and Long-Term Investment</li> <li>F. Financing During Emergencies</li> </ol> </li> <li>III. Workshop: Action Plan <ol style="list-style-type: none"> <li>A. Setting up Personal Budget</li> <li>B. Setting up Remittance Budget</li> <li>C. Initial Savings Plan</li> </ol> </li> <li>IV. Planning for the Future <ol style="list-style-type: none"> <li>A. Expectations for the Future and Financial Advice</li> <li>B. Frequently Asked Questions (FAQs)</li> </ol> </li> </ol> <p>Note: The module can be modified based on culturally-sensitive and country-specific information, as well as according to training participant requirements. Other topics that could not be covered can be supplemented by printed Information and Education Campaign (IEC) materials like brochures and leaflets, as well as digital and multimedia resources available in identified websites and public information kiosks.</p>
<b>Learning Assessment</b>	<p>As this is a performance-based assessment, initial output in terms of a simple action plan (budget allocation of earnings versus remittance, as well as savings plan) will indicate how much learning has been generated. A quiz (multiple choice) can also be generated and given out at the end of the module.</p>

<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Key Messages</b>	<p>The following are essential takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ Remitting through the more secure formal channels will ensure that HH receive such remittances at the lowest cost and fastest time. The worker also contributes to his COO as remittances through formal channels instantly enter the national financial system.</li> <li>▪ Time spent working abroad may be sometimes limited, as such the overseas migrant worker and his/her family should consider other potential income source.</li> <li>▪ Savings as an initial step is necessary for medium-term and long-term financial outcomes, due to the temporary nature of migration.</li> <li>▪ The worker and his family will require some agreement as to the use of his earnings – consumption, savings and investment. Lavish spending by the children may result in dysfunctional behaviour and deepening negative values related to materialism by family members.</li> <li>▪ The earning will need to be apportioned into an appropriate budget to align with migrant workers’ needs vis-à-vis their respective families’ needs and other requirements.</li> </ul> <p>Note: The module can be modified based on culturally-sensitive and country-specific information, as well as according to training participant requirements.</p>

### Module Guide

Session	Topics	Methodology	Needed Materials
Support Infrastructure for Remitting to Workers’ Households	Remittance system in the COD Remittance system in COO Common Problems and Remedies	<ul style="list-style-type: none"> <li>▪ Lecture-Discussion</li> </ul>	
Budgeting, Goal Setting and Financial Planning	Earning and Income Earnings versus Expenses - Managing Personal Expenses and Family	<ul style="list-style-type: none"> <li>▪ Group work</li> <li>▪ Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> </ul>

	<p>Expenses</p> <ul style="list-style-type: none"> <li>- Managing Loans and Debts</li> <li>- Other Considerations</li> <li>- Social Security <ul style="list-style-type: none"> <li>o Pension</li> <li>o Retirement Plan</li> <li>o Life Insurance</li> </ul> </li> </ul> <p>Dealing with Emergencies</p> <p>Common Problems and Remedies</p> <p>Frequently Asked Questions (FAQs)</p>		
Savings Mobilization	<p>Savings for investment, retirement and borrowing and</p> <p>Short-Term and Long-Term Investment</p>	<p>Stories of Successful Savings and Investments by Migrant HH</p> <p>Lecture-discussion</p>	<p>Powerpoint Presentation</p> <p>Materials/flyers</p>
Engaging the Family and Support for Goals Set and Financial Plan	<p>Modes for engaging Spouse and Children (or Parents) in Goal Setting and Financial Planning</p> <p>Learning to Say “No”</p> <p>Common Problems and Remedies</p>	<p>Sharing of Experiences (use of caselets)</p>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC Materials</li> <li>▪ On-line, website-based, interaction orientation facilities</li> </ul>
Workshop: Budget Action Plan	<p>Setting up Basic Personal Budget including Remittance flows;</p>	<ul style="list-style-type: none"> <li>▪ Caselet</li> <li>▪ Discussion</li> <li>▪ Workshop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Checklist</li> </ul>

	Initial Savings Plan		Brochures and IEC Materials <ul style="list-style-type: none"> <li>▪ On-line, website-based, interaction orientation facilities</li> </ul>
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**NOTE:**

1. The participants should learn that they have the responsibility in the management of their personal day-to-day finances— The facilitator can ask participants what they spend before going to the training as an initial question, then he/she can proceed to discuss the subsequent expenses.
2. It is also important to inculcate that the participants ability to make appropriate decisions in managing their personal finances. With this, a simple activity in identifying Needs-versus-Wants can be employed. It must be noted, that because of different contexts and requirements of learners, the differentiation between needs and wants would vary.
3. Engaging the participants in the module by creating an atmosphere conducive to active learning is necessary. Democratic dialogues between teachers and participants as well as among participants should be emphasized. Participants can be requested to share stories of overseas workers that they know who were able to have a good life even after retirement from work abroad. By emphasizing personal investigation, the learners can identify models and examples that they can identify with and emulate.
4. If there is more time, the organizers can invite bank and insurance representative as well as financial planners to present their services as well. But such representatives should be advised to minimize “pushing” their products and services and allow the migrant worker and his family to become aware and thus result in an informed choice.
  - Workers are encouraged to sit down with their families and engage in a simple exercise of budgeting. This exercise helps to inform the migrant and his family the need for collaborative work among them and the future becomes a SHARED endeavour.

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#### *Other Sources*

Atikha. A Philippine-based NGO can provide seminars to OFWs and their families. Details about the organization can be accessed at: <http://www.atikha.org/programs/financial-literacy-and-savings-mobilization-campaign.html>.

Life Dojo. An introduction to financial literacy. Can be accessed at <https://lifedojo.com/>.

Play Spent. A simulation game. Can be accessed at: <http://playspent.org/>

## TRAINING MODULE: TRAVEL AND SECURITY REMINDERS

Migrant workers as well as the communities in which they are in asked to participate are both exposed to risks generated by a volatile and unpredictable global situation. This proposed module is an attempt to ensure the quality and effectiveness of a standard travel safety and security training capable to respond to the ever-changing needs of overseas migrant workers, and, on the other hand, enabling the migrant workers to build on the necessary capacity to be prepared in the respective country of destinations.

The Travel and Security Module initially focuses on travel and security-related content. Participants will be introduced to the realities of living and working overseas. Consequently, the module will help the participants understand what are the safety and security requirements before and during their stay in their chosen countries of destination; identify individual and agency responsibilities with regards to security procedures, policies and approaches. Throughout this orientation module, participants will be asked to express their concerns and excitement around their coming move and how they plan to prepare; specific advice sessions will focus on making transitions and dealing with risks and security threats.

The module should not be read as prescriptive but provide a framework for context-specific recommendations.

<b>Module Title</b>	<b>Travel and Security Reminders</b>
<b>Module Description</b>	This module intends to orient the participants on the migrant’s vulnerability as he transits from COO to CDO and the steps necessary to reduce such a vulnerability; demonstrate an understanding of how stress and anger may be generated by insecurity; demonstrate responses to common threats.
<b>Learning Objectives</b>	At the end of the module, the participants would be able to: <ol style="list-style-type: none"> <li>1. Identify the different requirements, essential and pertinent materials they need for processing in the country of origin and the country of destination that they will be working at;</li> <li>2. Understand basic policies in overseas employment; and,</li> <li>3. Describe the personal security tips while in transit and upon arrival at the COD;</li> <li>4. Plan their relocation in the context of their work abroad.</li> </ol>
<b>Duration</b>	1-2 hours
<b>Methodology</b>	Caselets Analysis Lecture-Discussion Simulation Structured Learning Exercises
<b>Module Outline</b>	I. Migrant Safety :Assessing Migrant’s Vulnerability and Steps to Reduce II. Travel Arrangement and Considerations <ol style="list-style-type: none"> <li>A. Travel Documents               <ol style="list-style-type: none"> <li>1. Passport</li> <li>2. Visa</li> <li>3. Signed Employment Contract</li> <li>4. Other Documents                   <ol style="list-style-type: none"> <li>a. NBI Clearance</li> <li>b. Medical Records</li> <li>c. Driver’s License</li> </ol> </li> <li>5. Important Documents for Safe-keeping</li> </ol> </li> <li>B. Pre-Departure</li> </ol>

	<ol style="list-style-type: none"> <li>1. Check-In Baggage and Hand-Carry Items <ol style="list-style-type: none"> <li>a. Check-In Baggage</li> <li>b. Hand-Carry Items</li> <li>c. Prohibited Items</li> </ol> </li> <li>2. Plane Ticket</li> <li>3. Boarding Pass and Terminal Fees</li> <li>4. Airport Rules</li> <li>5. Pre-Departure Tips</li> <li>C. Upon Arrival <ol style="list-style-type: none"> <li>1. Briefings and Persons to See</li> <li>2. Items and Documents Required Upon Arrival</li> <li>3. Transit to workplace</li> <li>4. Arrival Tips</li> </ol> </li> <li>D. Settling In _____ (Specific Country) <ol style="list-style-type: none"> <li>1. Country and City/Province Review</li> <li>2. Temporary of Short-Term Accommodation and/or Housing</li> <li>3. Salary and Bank Account/s</li> </ol> </li> <li>E. Frequently Asked Questions (FAQs)</li> </ol> <p>Note: The module can be modified based on culturally-sensitive and country-specific information, as well as according to training participant requirements. Other topics that could not be covered can be supplemented by printed Information and Education Campaign (IEC) materials like brochures and leaflets, as well as digital and multimedia resources available in identified websites and public information kiosks.</p>
<b>Learning Assessment</b>	<p>Process and results observation during the training conduct may serve as assurance of learning of participants. A quiz before and after the session can be given. To make this more fun and get the participants to be more engaged, a CONTEST among groups of three can be conducted. The group that scores the highest wins a prize.</p>
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint presentation: Introduction</li> <li>▪ Post-its</li> <li>▪ Colored cards</li> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools introduced at the end of the session</li> <li>▪ Digital Materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Key Messages</b>	<p>The following are essential takeaways from this module:</p> <ul style="list-style-type: none"> <li>▪ There is a need for the overseas migrant worker to be ready in eventually settling in the new country.</li> <li>▪ Understanding potential risks, threats and emergencies and institutions to go to, and address these would help the overseas worker to be prepared in such situation/s.</li> <li>▪ Dealing with anger and stress can decrease individuals' and others' security risks.</li> </ul> <p>Note: The module can be modified based on culturally-sensitive and country-</p>

specific information, as well as according to training participant requirements.

## Module Guide

Session	Topics	Methodology	Needed Materials
Migrant Workers' Safety	<p>Overseas Employment</p> <ul style="list-style-type: none"> <li>- Employment Details</li> <li>- Instruction on Acceptance Employments</li> </ul> <p>Government Agencies and other institutions in the country of destination</p> <p>Country of Destination Orientation</p>	<ul style="list-style-type: none"> <li>▪ Case</li> <li>▪ Group work</li> <li>▪ Lecture-Discussion</li> <li>▪ Security Scorecards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Brochures</li> </ul>
Personal Security in Transit to the COD and Upon Arrival at the COD	<p>General Security Tips</p> <p>Assessing Personal Vulnerability</p> <p>Measures to Reduce vulnerability</p> <p>Outline steps to take in case of theft, assault or violence</p> <p>Support mechanisms within COD and Embassies (COO)</p> <p>How to behave when _____ (identify most common challenges)</p>	<p>Lecture</p> <p>Quiz</p>	<ul style="list-style-type: none"> <li>▪ Powerpoint presentation</li> <li>▪ Security Card or Safe migration card</li> <li>▪ Documentaries/ caselets</li> </ul>
Travel Arrangement and Considerations	<p>Travel Documents</p> <ul style="list-style-type: none"> <li>- Passport</li> <li>- Visa</li> <li>- Signed Employment Contract</li> </ul> <p>Overseas Employment</p> <ul style="list-style-type: none"> <li>- Employment Details</li> <li>- Instruction on Acceptance Employments</li> <li>- Other Important Documents for Safe-keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Case</li> <li>▪ Lecture-Discussion</li> <li>▪ Structured Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Power Point Presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC Materials</li> </ul>

	<p>Pre-Departure</p> <ul style="list-style-type: none"> <li>- Check-In Baggage and Hand-Carry Items</li> <li>- Check-In Baggage</li> <li>- Hand-Carry Items</li> <li>- Prohibited Items</li> <li>- Plane Ticket</li> <li>- Boarding Pass and Terminal Fees</li> <li>- Airport Rules</li> <li>- Pre-Departure Tips</li> </ul> <p>Upon Arrival</p> <ul style="list-style-type: none"> <li>- Briefings and Persons to See</li> <li>- Items and Documents Required Upon Arrival</li> <li>- Transit to workplace</li> <li>- Arrival Tips</li> </ul> <p>Settling In _____ (Specific Country)</p> <ul style="list-style-type: none"> <li>- Country and City/Province Review</li> <li>- Temporary of Short-Term Accommodation and/or Housing</li> <li>- Salary and Bank Account/s</li> </ul> <p>Frequently Asked Questions (FAQs)</p>		
REVIEW	See "Learning Assessment" above.		

**NOTE:**

1. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They do not come to learning as empty vessels waiting to be filled with the knowledge imparted by the facilitator. With the participants' need to connect any new learning to their knowledge/experience base,

the facilitator can ask them to share work-place related concerns that they are expecting abroad.

2. Videos of specific countries can be used during the orientation. This will enable the participant to actually see the conditions in the CODs.
3. Brochures, websites and clippings can be used to further help the participants. Access to web-based information may be contained in materials sent out with the participants.

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## TRAINING MODULE: REINTEGRATION OF MIGRANT WORKERS

Employment overseas is temporary<sup>1</sup>. Return and reintegration often constitute a neglected stage in the migration cycle with many COOs assuming that the overseas worker may easily blend into the suite of services offered for ALL workers in the COO. There is emerging consensus among COOs and CODs that international, inter-state and national policies as well as support measures are required to address the “special” needs to cover the pre-return and eventual re-integration of migrant workers in their COOs. Moreover, bilateral and multilateral cooperation is essential to address re-integration especially through continuous collaboration among countries of origin, transit and destination, at any level – whether regional and inter-regional, as well as linkages with government agencies, non-governmental actors as well as workers’ and employers’ organisations. Moreover, the following facts should be taken into account: reasons for migration in the first place, length of stay in the C(s)OD, as well as other factors that may affect the capacity of reintegration in the COO.

The International Labour Organisation in its Multilateral Framework on Labour Migration emphasizes “wherever possible to facilitate migrant workers’ return by providing information, training, and assistance prior to their departure and on arrival in their home country concerning the return process, the journey and reintegration”<sup>2</sup>. Focusing on means that facilitate the temporary or permanent return of migrants is needed in order to adequately address this in a comprehensive way.

With reverse migration and reintegration, migrant workers are exposed to different types of vulnerabilities as they come back to their COO. When they return home, albeit their current financial situations when they were abroad, they become socio-economically vulnerable as they lack information and access to employment, entrepreneurial and business opportunities. This is further exacerbated by the fact that, the length of migration, have immersed the workers with different ways of life and may have estranged them from the culture and practices of their families, their communities, and their COO.

In the Philippines, the National Reintegration Center for Overseas Filipino Workers (NCRO) was established in 2007 through a Department of Labor and Employment (DOLE) Order 79-07 and was further institutionalized through Republic Act 10022 in 2010. Currently, NCROs are operational in selected regions in the country. Aside from this, the Philippine government has been promoting a Reintegration program with several programs initiatives like Small Business Management Training & Financial Awareness Seminar; 2B Reintegration Program; Livelihood Assistance; Assist WELL; “Balik Pinay! Balik Hanapbuhay!”; “Sa Pinas Ikaw, ang Ma’am/Sir!”. Other efforts and initiatives are implemented by non-government organisations (NGO)s and other concerned groups as well.

This module aims to provide migrant workers an orientation on what to expect from their COOs after they opt to come back home. This covers areas like providing information on changes in the social and cultural conditions, potential business and employment opportunities, as well as other things that they would expect from home. Most likely, the departing overseas worker will NOT focus on this topic. But it is well to place this on his/her action agenda that can provide a basis for decisions to be made by him/her and his family throughout his/her stay abroad.

<b>Module Title</b>	<b>Reintegration of Migrant Workers</b>
<b>Module Description:</b>	This module serves as a guide for migrant workers to help them acquire readiness in their eventual return at home and reintegration. It covers areas like cultural reintegration, financial readiness and economic reintegration, as well as other things that they might expect when they eventually decide to end the migration cycle. The module also puts the migrant workers' family at the core in helping them adjust to the conditions of the COOs.
<b>Learning Objectives</b>	At the end of the module, the participants should be able to: <ul style="list-style-type: none"> <li>5. Describe the different stages of the migration cycle, especially reintegration;</li> <li>6. Identify potential challenges when they return in their COOs;</li> <li>7. Understand the need for savings and financial investment; and</li> <li>8. Address the social, cultural and economic dimensions of reintegration as well as their corresponding realities.</li> </ul>
<b>Duration</b>	1-2 hours
<b>Methodology</b>	Lecture – Discussion Video Presentation Caselets Provision of Resource Materials such as Pamphlets and booklets
<b>Learning Assessment</b>	See Review Session below. Conduct Pre-PDO test to assess the background knowledge of participants on the module topic and a Post-PDO exam after the session.
<b>Key Messages</b>	The following are the essential key takeaways from this module: <ul style="list-style-type: none"> <li>▪ Overseas employment may be temporary, and that there is a need to prepare themselves and their families for their futures.</li> <li>▪ There are unexpected changes in themselves and their families as well as socio-cultural as well as economic facets in their COOs.</li> </ul>

### Module Guide

Sessions	Topics	Suggested Methods	Needed Materials
Return and Reintegration: Overview	<ul style="list-style-type: none"> <li>• Migration Cycle Review</li> <li>• What are your expectations on your return?</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Group sharing</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint on rights of Migrant Workers</li> <li>• Pamphlets and brochures which details the potential challenges (simple stories)</li> </ul>

<p>Coming Home: The COO</p>	<ul style="list-style-type: none"> <li>• Current Life in COD</li> <li>• Your COO Now <ul style="list-style-type: none"> <li>○ Then and Now</li> <li>○ Socio-cultural changes</li> <li>○ Government</li> <li>○ What to Expect?</li> </ul> </li> <li>• Potential challenges and adjustments <ul style="list-style-type: none"> <li>Role of the Family</li> </ul> </li> <li>• Possibilities of Life After Migration</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Caselet Discussion</li> <li>• Lecture-Discussion</li> <li>• Video Presentation</li> <li>• Gameor Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint presentation</li> <li>• Brochures and pamphlets</li> <li>• Video Ad: “wala niyan sa States”</li> <li>• Female or Male Resource Speaker (Former Migrant Worker to share what they experienced)</li> <li>• Videos depicting living and working conditions of female migrant workers.</li> </ul>
<p>Reintegration: Economic Dimensions</p>	<ul style="list-style-type: none"> <li>• An Inventory of Current Financial Situation <ul style="list-style-type: none"> <li>○ Savings</li> <li>○ Investments</li> </ul> </li> <li>• Economic Consideration: Entrepreneurship <ul style="list-style-type: none"> <li>○ Business Climate</li> <li>○ Small and Medium Enterprises</li> <li>○ Capital</li> <li>○ Challenges</li> <li>○ Government Agencies</li> </ul> </li> <li>• Economic Consideration: Part-time/Full-time employment <ul style="list-style-type: none"> <li>○ Employment Conditions in the COOs</li> <li>○ Competencies Inventory <ul style="list-style-type: none"> <li>• Current skillsets</li> <li>• Knowledge</li> <li>• Other competency dimensions</li> </ul> </li> <li>○ Challenges</li> <li>○ Government Agencies</li> </ul> </li> <li>• Frequently Asked Questions (FAQs)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Video Presentation</li> <li>• Exercise</li> </ul>	<p>Stories of Successful and Failed Attempts at Re-integration</p>
<p>Review</p>	<p>At the end of the session, have participants reflect upon what they have learnt and how that fits with the other parts of the PDO and their work experience. Reviewing is voluntary. Trainer may use “round robin”, “snowball fight” to induce voluntary contributions. Or set up a contest among 2-3 small groups and give out a quiz. The winning</p>		

	group gets a prize! Note: reviewing acknowledges that adult learning requires a conscious effort at remembering. For evaluation, level 1 or 2 of evaluation (see section on Evaluating training, Part II of this Paper).		
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**NOTE:**

5. This session is quite heavy and information overload may easily occur. The trainer may access film animation of specific topics or generate these materials.
6. The video advertisement, “Walang Ganyan sa States”, can be downloaded and be changed into a game with a similar title based on their respective CODs and COOs. This would be helpful to ground the sessions on training participants’ perceptions and expectations as well as actual examples.
7. As this pertains to the last stage of the migration cycle, CODs can opt to conduct this as well before the actual return. This can be gradual and by phases before the actual return of the migrant worker to their respective COOs. Suggested phases are as follows: (1) Phase 1 Pre-module information on the Internet-based learning platform with respective assignment at least two weeks before the conduct of the module; (2) Phase 2: Face-to-Face module conduct; and, (3) Phase 3: Post-training conduct on the internet-based learning platform two (2) days before actual travel.

**Endnotes**

<sup>1</sup>Victoria Tornea. (2003). “Reintegration Program for Migrant Workers”. *Review of Women’s Studies*, 13 (2): 23-220.

<sup>2</sup>International Labour Organization. (2005). “Draft ILO Multilateral Framework on Labour Migration Non-binding principles and guidelines for a rights-based approach to labour migration” accessed March 9, 2016, <http://www.ilo.org/public/english/standards/relm/gb/docs/gb295/pdf/tmmflm-1.pdf>

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## PART 2. PDO Programme Management System

Member-states of the ADD recognize the value of learning and skills training in preparing migrant workers for work and life overseas. One of the more popular intervention mechanisms at the early stages of the migration process is the Pre-Departure Orientation (PDO), which are offered to migrants to guide them in the different stages of the migration processes from pre-departure, settlement overseas and return. However, the differences in the level of experience and capacity of migrant-states in migration governance translate into variability of PDO, in terms of quality, content and efficiency of service delivery. Some states, like the Philippines, Indonesia and Thailand, offer a wide portfolio of PDO modules and supported by a well-established training system for trainers. Afghanistan, on the other hand, has yet to fully implement a PDO program. This is a very good opportunity for member-states to collaborate and help one another in the development of an effective and robust PDO to ensure that migrant workers from member-states are fully equipped with the knowledge and skills they need to work and live overseas.

If the migration policies in countries of destination intend to protect the interests of the country in general, and the labour market and employers in particular, migration policies in COO intend to protect the interests of migrants and their families. In the end, policies at COO and CDO should find areas of convergence, as unfavourable conditions for one or the other side are not sustainable. COO area limited in the protection they can extend to migrants. They are unable to extend direct protection to them at the most critical times, when the migrant is abroad, when the “protective mantle of the State” does not have jurisdiction over the foreign country. To “extend the protective mantle”, COOs use diplomacy and bilateral and multi-lateral agreements to provide services to their citizens. These, however, have limited reach and can often operate at the remedial, rather than preventive, level.

For this reason, empowering the worker with information and access to authority provides greater protection in this situation. Thus information/orientation programs, such as the PDO, have been found to be most useful in this regard.

This management system for PDO is developed to assist member-states in the conceptualization, implementation, monitoring and evaluation of PDO. The proposed system draws from the rich experiences of member-states in the delivery of PDO. It aims to provide a standard system for PDO which will create a common language, facilitate collaboration and enable effective communication among member-states as they work together in the development of PDOS. The experience from this collaborative engagement will hopefully facilitate broader cooperation among member-states in other related education and training programs for migrant workers.

A well-functioning and responsive orientation system requires more than just establishing the content to be provided. The infrastructure for providing such content, the quality and quantity of its delivery, the methodologies for delivery, the feedback and evaluation of such programs will need equal attention. In addition to the formulation of the PDO training module itself, successful implementation of the proposed regional PDO modules for lower skilled labor requires a multi-stakeholder support infrastructure in the COO, in collaboration with the CDO. *(See Annex 1 for a description of such institutions in the countries of origin.)*

The PDO Management System must therefore “straddle” not only the different sectors within the COO, but also the different sectors (government, non-government and civil society institutions) within the

CODs as well as multilateral and global institutions (and supply chains) that seek to govern and /or benefit from such migration.

The proposed system recognizes the essential roles of non-government organizations, such as migrant groups, and corporate partners in the education and training of migrants. The proposed system discusses how these groups can be mobilized and tapped as partners in PDO delivery.

The proposed system is designed to allow for an easy migration to an on-line platform. While a face-to-face set up for PDO offers distinctive advantages, such as providing a more personal approach in counseling migrant workers, the immense potential of an on-line platform cannot be easily discounted. The availability of PDO on-line provide easy and 24-hour access for migrants and other actors to resources on migration and allow them to learn at their own pace and initiative. There is also high potential for broader exchanges between and among stakeholders as the on-line platform can provide space for immediate feedback and venue for discussion groups and communities of learners.

Part II is divided into the following sections:

- VIII. Needs Assessment for PDO
- IX. Institutional mandates for program managers and owners
- X. Design and Delivery of PDO: Standard Module Adoption
- XI. Monitoring and Assessment of the PDO
- XII. Training of Trainers/ Accreditation/Credentialing/
- XIII. Accreditation of institutional service providers and resource experts
- XIV. Policy on Standard Facilities, regulated fees, and duration of PDO sessions, frequency of delivery;

## NEEDS ASSESSMENT FOR PDO

The first step in developing a PDO is to conduct a needs assessment in order to:

- a. Determine the **target migrant groups**, identify their needs and understand the broader environment (social, cultural, economic and political) that impacts on their ability and capacity to acquire knowledge and skills on overseas employment;
- b. Determine the **target “employer groups”** in the COD to identify their needs and the broader environment (social, cultural, political, and economic) that impacts on the migrant workers’ ability to work and live harmoniously in the community;
- c. Examine and assess the capacity of **service providers** – government agencies and non-government organizations – to deliver PDOS; and
- d. Take stock of the available **resources** – institutional, human, material (such as learning materials) – that can be tapped and mobilized to support PDO.

Such assessments need to be regularly conducted to ensure that changes in the migration “landscape”, including political and economic conditions, are monitored. An excellent source of good “tips” and practices are the migrant workers and their organizations /associations in the COD.

## **National and Regional Consultations on PDO**

There are varieties of ways of conducting a needs assessment. One of the initial activities for a national program like PDO is the conduct of a national workshop or series of consultative meetings with broad sections of stakeholders. The stakeholders in overseas employment include migrants, migrant groups, government institutions, recruitment agencies, corporate and non-government organizations, religious groups and the academic community. They have direct knowledge and experience on overseas employment and are able to provide a general, if not specific, information on migrants' conditions and needs. Stakeholders can help determine the overall framework and approaches PDO based on local contexts, as well as, identify resources that can be tapped to support the PDO.

An important spin-off from this consultative process is that the participation of stakeholders builds familiarity and trust amongst themselves and lays the groundwork for possible collaborations in the delivery of PDO and other related programs on migration. This is why harnessing the migrant workers and their associations in CODs to assess PDO relevance and accuracy can inspire commitment and goodwill among the new and old migrant workers in the COD>

Regional and sub-regional consultations can also be conducted across a number of CDOs and COOs as well across sectoral and sub-sectoral groups with the objective of occupation-specific or context-specific PDO modules.

## **Assessment of Target Migrant Groups**

The assessment of target migrant groups will require a more in-depth assessment method. In every member-state, there are thousands of migrant workers who leave each year to work overseas. They work in different sectors – industrial, technical, domestic, service and many others – requiring different skill levels and experience. It is a challenge how to capture this magnitude and variety. There are a variety of information sources, however, within national agencies that can provide initial overview of the type of workers that PDO will cover. Analysis of data bases on migration can serve as basis for sampling surveys of migrant groups. An in-depth survey of migrants will provide specific details and insights into their needs, which is more likely to vary from sector to sector. Focus-group discussions with migrants' groups can be organized to put into perspective sectoral and individual needs of migrants. It is also a good venue to discuss further concerns of migrants which are not easily captured in surveys. One important medium that can be utilized in developing the PDO are the communities of migrant workers in the country of destination. These migrant communities provide a rich source of information on the workers' PDO needs assessment having the firsthand experience of being employed in the countries of destination. Such is the case of Filipino Communities in CODs who provide concrete suggestions on what aspects of the PDO are still lacking and how it can be improved.

## INSTITUTIONAL MANDATE FOR PROGRAMME OWNERS/MANAGERS

The development of PDO rests, to a large extent, on the institutional capacity of member-states to implement, manage, monitor and sustain the program. One of the first issues to be considered in needs assessment is what national agency is best suited to oversee the delivery of PDOS – in terms of mandate, resources and technical know-how. PDO should not be organized or developed separately from other education and training programs for migrants. The assessment should also consider what specific legislation may be needed to support institutional capacity building, including budget allocation and support for organizational strengthening.

Another vital factor to be considered in institutional capacity analysis is the availability of external organizations, such as non-government organizations, and the feasibility of collaborations with these organizations for service delivery or provision of learning and human resource. Corporate partners, such as airlines and international banks, may also be considered in the assessment as possible partners, for instance, in the development of learning materials.

Institutions responsible for designing, delivering and monitoring of PDOs are different from country to country. The most common format consists of the participation of both government and private sector in the delivery (and at times, the design) of the programs. In some cases, as in the Philippines, NGOs and CSOs are involved in the delivery of PDOs for domestic workers. In Nepal, Vietnam and Afghanistan, private recruitment agencies are also responsible for the conduct of the PDO. The government offices are usually in charge of the design of such programs. Monitoring, in most countries, are reserved for labor ministries and agencies. (*See Annex 2 on Institutional responsibility for designing the PDOs as of end-2015*).

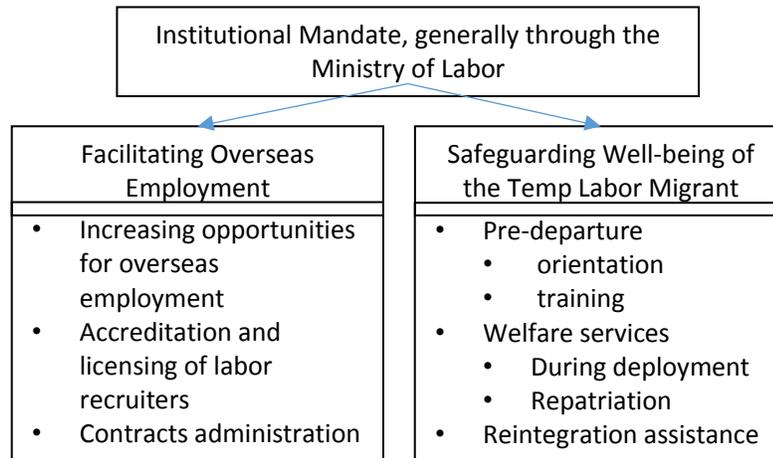
Overall responsibility for the country's temporary labor migrants generally rests with the Ministry of Labor, although in the case of India it rests with the Ministry of Overseas Indian Affairs and in China with the Ministry of Commerce, Department of Outward Investment and Economic Cooperation.

In general, there are two areas where the office(s) charged with working with overseas workers operate: 1) facilitating overseas employment including working with recruiters, and 2) looking after the well-being of individuals going overseas to work.

It must be pointed out that sound migration policies are the product of such offices that are characterized by coherence, transparency, broad public support and good governance.<sup>1</sup> Maintenance of an open system that encourages participants' and other stakeholders' feedback as well as incorporate new policy issuances and programme innovations in a timely manner go a long way to an effective support system to a country's labor migrant workforce.

Such "openness" can be gleaned from re-structuring of the agencies to embrace in its highest policy-making levels representatives of the stakeholders, including the employers and the workers themselves. (as in the case of the Philippines' Philippine Overseas Employment Administration and the Overseas Workers' Welfare Administration who are governed by a tripartite boards.) In addition, migration governance have increasingly embraced the participation of representatives from government agencies that are involved with labor migrants (inter-agency cooperation) - e.g. foreign affairs, trade and

industry, social welfare, housing authority , national health service, local governments, etc. - suitable to the country's economic and demographic conditions.



The Agency mandated to oversee the migrant workers carry out, in general, two main functions: (i) facilitating overseas employment; (ii) safeguarding the well-being of the temporary labor migrant.

**i. Facilitating temporary labor migration**

To increase opportunities for employment abroad will require working with counterparts in labor demanding countries to understand and develop labor markets, accrediting and certifying labor recruitment agencies and administering labor contracts for the country's nationals.

i. Certifying, accrediting, monitoring and policing labor recruitment agencies in the COO<sup>ii</sup>

The recruitment of lower skilled temporary overseas workers generally requires the services of labor recruiters working cooperatively both in the country of origin and the destination country. To prevent abuses of vulnerable workers, labor recruiters operating in the COO need to be certified and accredited over and above the general statutory requirements for companies to operate in the country (e.g. incorporation and registration with the Securities and Exchange Commission, a governance structure, and other legal requirements). These specialized requirements may include

1. expertise to find opportunities and labor markets and develop connections with labor recruiters in destination markets leading to a sustainable business;
2. the ability to find qualified labor in the country of origin to meet the demand;
3. the ability to negotiate the best possible terms for their worker applicants;
4. the ability to provide information necessary for the worker applicants to make a considered decision as to whether to work overseas;

5. a concern for workers leading the recruiter to ensure fair and humane treatment;
6. financial resources necessary for a level of business that services at least 100 workers per annum, including financial resources for business operation assume joint and several liability for claims that may arise in the course of the business, and to repatriate the worker deployed if conditions warrant.

ii. Employment facilitation and regulation

Beyond simply enforcing rules, the agency takes a pro-active stance to assist in the development of labor markets and suitable jobs in the destination countries. The agency works with counterparts in destination countries to ensure the best possible employment terms, prevent exploitation, fraud and deception of temporary workers and employers alike, and ensure transparent, fair and legal treatment of temporary labor migrants.

iii. Contract Administration and employment standards

The Agency ensures that labor contracts are fair to the temporary labor migrant, and safeguards his/her human rights. An especially important aspect of contract administration is ensuring a fair wage, and fair allocation of costs associated with overseas employment such as agency fees, training expenses, documentary expenses (passport, visa, medical costs, etc). and transportation to/from the country of work.

ii. **Ensuring migrant labor well-being and welfare**

At the point of deployment and once actually deployed overseas, the office of overseas labor migration should ensure the well-being and welfare of low-skilled labor who may be subject to abuse, and suffer from a lack of preparedness to work overseas. This should include

i. Training and orientation prior to departure

Most agencies offer a pre-departure orientation (PDO) to assist workers adjust within the first three to six months to working and living conditions as rapidly and painlessly as possible. Such orientations are offered to the migrant alone, and/or to both the migrant and his family. In addition, in cooperation with other agencies of government, some offer additional training over the work life of the labor migrant e.g. skills training, orientation and information regarding overseas employment.

ii. Welfare services at the country of destination (COD)

In cooperation with the diplomatic corps, the Agency also ensures that temporary labor workers get assistance as needed, and, should conditions warrant, assistance in repatriation to the home country. This may also include further orientation and training of overseas workers at the COD, including their families as needed. It is here where collaboration with the COD (in particular, the Office also mandated to oversee the entry of migrant workers into the COD) becomes critical.

iii. Reintegration to the home country when the migrant returns home

Once the migrant returns home, and, in fact, when the migrant is planning to return home, the migration agency should also start efforts to help the migrant reintegrate into life back in the origin country. This also requires inter-agency cooperation and public-private partnerships to successfully implement.

The Management of the PDO Program, as well as its many “participants”, is one of the major functions of the Agency charged with overseeing migration in a COO. The governance of the PDO management system must be founded on these Agencies in the COO and CDO as well as partners in some of the COOs (e.g. for the Philippines, the NGOs, workers and employers, as well as recruitment agencies).

NGOs and civil society participation on the network has been increasing but they have largely focused on lower skilled and domestic helpers but usually under the supervision of the Agency, which is the Ministry of Labour or its agencies. Countries have different relationships with the recruitment agencies, who continue to play a significant role as PDO provider. Government plays a central role in the DESIGN of the PDO as well as the provision of the PDO. International organizations such as IOM, the ILO, the UN Women, assist governments to design these PDO modules.

The 2015 IOM study also indicates that opinions differ in regard to who should be the PDO providers. For a majority of the COOs (nine of them) in the study, all stakeholders should be involved (government, NGOs/CSOs, and recruitment agencies). For Bangladesh, the PDO should only be conducted by the government (however, BRAC states that PDO may be conducted by all stakeholders).

At this time, monitoring of the PDO is done by the AGENCY, except in Afghanistan, where recruitment agencies conduct the monitoring. For the Philippines, Nepal, Vietnam, Sri Lanka, Pakistan, and Thailand, monitoring and design are conducted by the same Agencies (the Ministry of Labor, or a unit). Very few countries have monitoring mechanisms, much less program evaluation in place. Monitoring, if any, rely on the evaluation forms distributed at the end of the PDO (level 1) and does not assess the learning that has been achieved by the PDO participant. There is no third party entity that has been requested to conduct such an evaluation.

<b>Country</b>	<b>Institution responsible for designing the PDOS</b>	<b>Institution responsible for providing the PDOS</b>	<b>Institution responsible for monitoring the PDOS</b>
Afghanistan	Recruitment agencies MoLSAMD provides inputs	Recruitment agencies	Recruitment agencies

Bangladesh	The government with the assistance of international organizations (ILO, IOM, UNWomen), NGOs and CSOs.	Wage Earners' Welfare Board (briefing for group visa); Technical Training Centers (for workers going to Saudi Arabia and Jordan); NGOs/CSOs and Recruitment Agencies (for female domestic workers)	Should be the Ministry of Expatriates' Welfare and Overseas Employment. However, there is no standard and continuous mechanism for monitoring
Indonesia	Ministry of Manpower	BNP2KTI	BNP2KTI
Nepal	FEPB with DoFE and MoLE	Private Accredited Organizations and FEPB	FEPB, DoFE and MoLE
Pakistan	BEOE	Protectorates of emigrants (there are seven in major cities)	BEOE and Ministry of Overseas Pakistanis & Human Resource Development
Philippines	OWWA	OWWA – PDOs are also given by Associations of private employment agencies and NGOs (to domestic workers)	OWWA
Sri Lanka	SLBFE and Tertiary and Vocational Education Training (TVET)	SLBFE	SLBFE and Tertiary and Vocational Education Commission (TVEC)
Thailand	DOE, TOEA, Overseas Workers' Welfare Fund Unit and Pre-Departure Training Center	Pre-Departure Training Center	Overseas Workers' Welfare Workers Fund, TOEA
Vietnam	DOLAB	Labour recruitment Agencies	DOLAB

## DESIGN AND DELIVERY OF PDO: STANDARD MODULE ADOPTION

Today, PDO programs are carried out not only for ALL workers but are also now conducted for different categories of workers heading to a variety of countries. This has resulted in PDOs of different lengths across the COOs (and within the countries) , with the following major trends , among others, indicated:

1. More worker category-specific PDOs (especially for lower skilled, household workers);
2. More COD-specific PDO content;
3. Wide range in duration from 1 day to 28 days.

The results of needs assessment will serve as basis in the design of PDOS. There are five primary components of a PDO design:

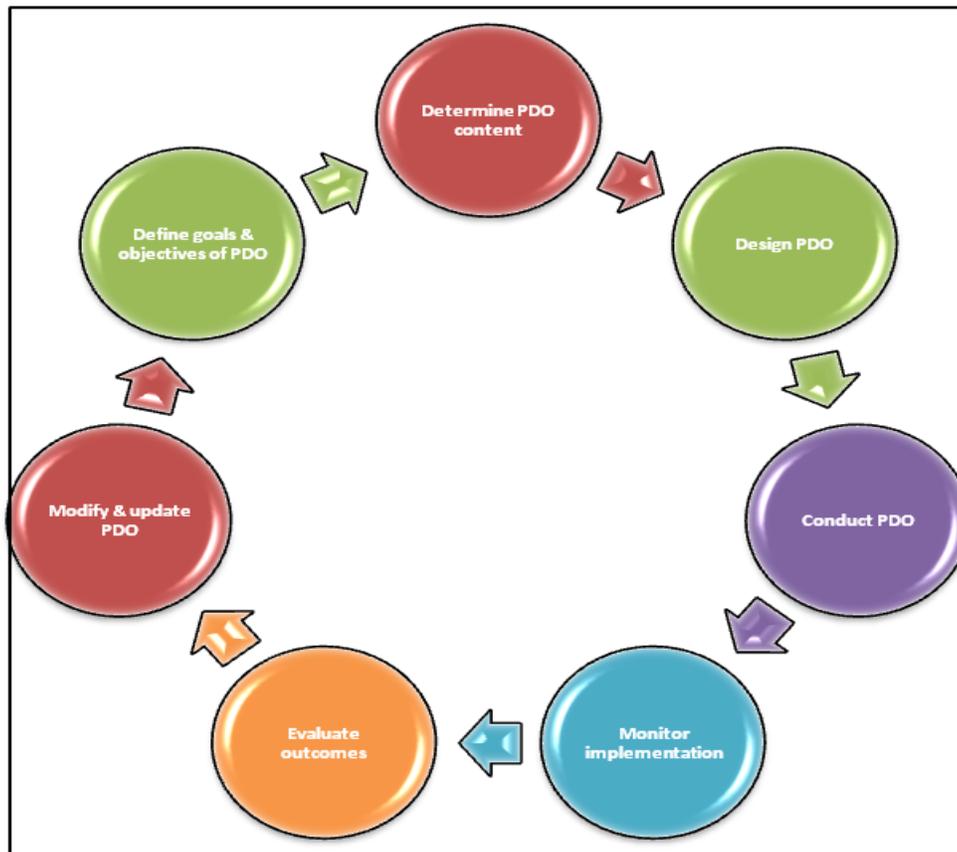
- f. **Learning Outcomes:** What will migrants know, understand and be able to do as a result of attending the PDO? What skills do migrants expect to learn from PDO?
- g. **Learning Materials:** What materials will help address the learning outcomes? What are suitable materials to target migrant groups?

- h. **Trainers and Service Delivery Providers:** Who will facilitate the PDO and what organizations will be qualified to run a PDO?
- i. **Approaches and Methods:** What are the appropriate methods and approaches to attain the learning outcomes and best suited to target migrant groups?
- j. **Logistics:** When and where is the venue for PDOS? How long? How big is the class size?

The destination countries will also be a significant factor in designing a PDO. Drawing from experiences of member-states, a general template can be designed for PDO and trainers can adjust the template according to the specific types of migrants. Migrants with lesser experience or knowledge on work overseas may have higher demands for information and guidance. By organizing a PDO according to migrant types or destination countries, trainers can select accordingly the appropriate modules, topics and activities.

### General Design Template

The general design template will follow the cycle below:



#### A. Define learning goals and objectives of the PDO

This should be based on the needs identified and character of the persons to be trained that will require research on gaps in knowledge, skills and attitudes of the labor migrant and his/her destination country. For each major category of overseas worker, data and information on the following have to be found:

1. job requirements
2. working conditions likely to be faced in the destination country
3. nature of the potential employees to be deployed, their objectives in seeking work overseas and their preparedness for overseas work and for achieving their objectives.

Note: A related and very important aspect that must be decided very early in the PDO process is who will bear the costs of PDO training. In the case of those in the lowest skill category, i.e. household service workers, it is likely that the cost will have to be borne by the employer overseas and/or subsidized by the government. In the case of the former, the mechanism for cost recovery is a critical issue.

**B. Determine content, basic information of PDO** i.e. translate learning goals and objectives into skills and knowledge areas appropriate to the trainees

**C. Design standard PDO module** (including materials) and pre-test the PDO module

**D. Conduct training**

Actual implementation of the PDO requires a supporting infrastructure that may include

- i. Accrediting training bodies
- ii. Training, certifying and accrediting trainers
- iii. Developing a program management system (registration, scheduling, testing, certification, collection for data for monitoring and evaluation, etc). including standards for classrooms, facilities, issuance of certifications, etc. (see below)

**E. Monitoring implementation** (Input evaluation)<sup>iii</sup>:

This refers to overseeing the implementation of the PDO by accredited training bodies to ensure compliance with standards

- i. Compliance with PDO curriculum
- ii. Use of mandated materials/training aids and equipment
- iii. Knowledge of the content
- iv. Training knowledge – clear expression of ideas, engages participants and encourages interaction, gives examples
- v. Personal grooming and professional demeanour, including promptness
- vi. Training venue: room is adequately sized, well lighted, air-conditioned, chairs are comfortable; toilets are provided, safety is ensured (evacuation routes and signs)
- vii. Attendance is monitored
- viii. Trainee feedback is solicited.

**F. Evaluate outcomes**<sup>iv</sup>: outcomes are monitored and evaluated to ensure that the objectives of the orientation are achieved, including an analysis of factors that hinder the achievement of objectives. The task of output evaluation is to evaluate where the

project outcomes can be attributed to the intervention i.e. the PDO. Another important aspect is the *cost efficiency* of the orientation.

- G. Modify and update PDO based on feedback and evaluation in the spirit of continuous improvement.

Effective PDO management follows such a systematic cycle that ensures continuous improvement. This includes the definition of learning goals and objectives of the PDO, determining its content, designing the PDO itself, conducting the PDO, monitoring the implementation, evaluating outcomes, and finally updating the PDO.



### Basic Information

PDO programs were put together to enable migrants leaving for abroad to access some necessary basic information on the place where they are going, the procedures they had to follow on departure and arrival, the “do’s” and “don’t’s” they should be aware of in the WORK and LIVING environments, the terms and conditions of their employment. Such information is found in most of PDOs given in most countries of origin.

Departure tips – including how to pass through customs and immigration, how to board the plane, the arrival processes - are the most common for ALL the COOs’ PDOs. Some topics are embedded in a different module title. For example, the concept of foreign employment is merged with the opening session to gauge the participants’ awareness and perceptions regarding the topic; in Sri Lanka, the code of discipline is discussed repeatedly during the vocational training and the training for common competencies; in the Philippines, the rights and obligations of workers with that on labor contracts and legal modes of recruitment is offered in the Pre-Employment Seminar. Health tips can range from ordinary health regulations in the COD or the vaccination requirements to a specific session on gambling and drinking (Thailand). (See Annex 3, *Basic Information Provided in the PDO Program*)

Irregular migration remains a complex process (by its very nature and that it starts even way before departure) to deal with. Many migrants become irregular while abroad, by overstaying their visas, by violating labour laws, or by leaving their designated sponsors/employers, etc. exposing the migrant worker to a more insecure situation and outside the protection of laws of the land. Thus PDO sessions focus on making the migrant worker aware of the consequences of such a status and relates how such

irregularities may be avoided and/ or how to seek remedy for violations committed against the worker. Only the PDO of Sri Lanka and Indonesia have trafficking topics for specific groups.

For COOs, migrants are not only workers in need of protection but are also regarded as ambassadors of the country's culture, customs and traditions. The workers' behavior and performance abroad can enhance or tarnish a country or a people's reputation. This is reflected in PDO sessions on promoting positive values towards good performance at the workplace, as well as basic elements of the laws of the CODs and the handling of welfare and labor cases. Only 5 of the 9 COOs had sessions (from 24 minutes to 2.55 hours) on these topics. In Pakistan, migrants are informed of values and the serious consequences of serious offences against the laws of the COD. In Indonesia, values are contained in the "Personality and Mental Development" Module.

There are differing opinions of what the PDO should be able to do. Learning objectives will determine the participants, the content, the duration, and the fees to be charged. Opinions across COO differ as to what kind of PDO should there be: generic one for ALL departing? skill-specific? Occupation-specific? CDO-specific? First or returning migrant? Male or female?

A different kind of PDO may be generated for the skilled worker, which they may avail of anytime ON-LINE. "Blended learning" can this be constructed to allow PDO to cover more topics and/or provide deeper and provide more specific information about context and occupation.

Standard modules may be formulated for different types: generic; occupation-specific; skill-specific; first or returning migrant; and context specific. Favoring one type does NOT negate the use of the others. Standard modules may be adopted to have a generic one and additional modules may be added to address the specific requirements of the participants. The more "specific" one gets, the more resources are required in the design and provision of the PDO. Fixed and overhead costs can be borne by a bigger set of participants.

In this regard, Government and CODs, with the support of such organizations as IOM and ILO and UN Women can undertake the design and (partly) the provision of the PDO for special skills and special categories of workers. Employers in the CODs can consider this as part of their own orientation training that is conducted on arrival at the workplace and "invest" resources in the PDO.

### **Developing Course Materials**

The choice of materials to be developed will depend on two major factors: (1) learning outcomes and (2) type of migrant groups. The materials should help address what information or skills the migrants will gain from PDO. The language, complexity of the content, and length should be appropriate to the education and skills levels of the migrants. Reading materials, learning exercises and audio-visual materials are the basic resources needed for PDO.

At the minimum, every seminar should have reading kits for migrants to bring home. Trainers should also have adequate support resources, such as movie clips, case studies, photos and reading list to aid them in their preparation and delivery of PDO.

The development of resource materials will require time, money and human resources. Aside from in-house experts of agencies involved in PDO delivery, context experts and trainers from other organizations will be needed in the design and development of materials.

The basic processes in the selection of materials are identified below:

- a. Review and initial planning
  - Identify the goals and priorities of PDO
  - Review the outline of PDO
  - Draft a budget plan for materials development
- b. Determine appropriate learning materials; draft content of materials; identify writers, editors and lay-out artists
- c. Send the draft material for external review such as by migrant groups or academics.
- d. Incorporate comments of reviewers and send for final printing.

With level of technology and multimedia materials available on-line, there are a number of resources that can be used in the development of learning materials for PDO. Companies, such as airlines, telephone companies, remittance agencies and so on, regularly produces materials on life overseas and destination countries. Before using these materials, trainers or learning resource developers should ensure that copyright permits have been secured. If copyright prevents the use of the material in the training, they can be referred to as additional materials which the participants/migrants can access on their own.

### **Methods of Delivery**

There is a vast array of methods that can be used for PDO delivery. In selecting the appropriate method or mix of methods, the primary consideration should be the purpose and learning outcomes for each type of PDO. The most common method in PDO is the lecture-type of delivery, which is most effective in conveying and analysis of large sum of information. The lecture can be enhanced with the use of power point slides or short movie clips. However, the lecture-type is highly dependent on the capacity of the trainer to elicit interest on his/her lecture and more often, the participants are largely passive. One way of breaking the monotony is to include group discussions in between the lectures. This will keep the participants interested and involved.

Case-studies have also been used in PDO and are quite effective in highlighting real experiences of migrant workers overseas. In selecting a case study, determine what the case is meant to achieve. A case study may illustrate, explore, compare and analyse a particular issues on overseas employment. A simple case study is consists of two parts: (1) case story and (2) questions. However, case information should be brief as possible as participants may not have enough time to digest the case and hence, prevent their participation in the discussion.

Group exercises such games and role play can also be introduced during the presentation. These are effective in drawing out migrants' interest on the topic and encourage their participation. They also learn from working and discussing with fellow migrants.

Technological platforms such as E-Learning or E-Services and social media can also be taken advantage of in order to reach a wider group of audience, most especially the youth and professional/skilled workers. In developing modules for PDOs, translation of lecture-discussion type modules into E-Learning modules and guidance on improved public access to E-Services or E-Learning modules must be considered.

Whatever the methods used in delivery of PDO, trainers should always ensure that there is enough time for an open forum and allow participants to ask questions. The open forum is highly effective in reinforcing learning and skills acquisition.

Again, digital technology plus the existence of many web-based materials will allow “blended” PDO learning for delivery.

In brief, Standard Modules (as proposed in Part I of this paper) should be

- (1) Clear on the learning goals and objectives, provided that an assessment of participants has been done. Learning objectives provide us with what is need to be measured at the end of the PDO.
- (2) “Learner-centered” as much as possible. Participation by the worker migrants will ensure better retention of learning during the PDO. Adult learning methods require more reflection and “doing” for learning to occur.
- (3) Part of other orientation initiatives (including those by COD and the employers) for helping the migrant worker to adjust as he moves from PDO to arrival and continued learning through various means to continue. The PDO is a short and crisp intervention at a time when the attention of the migrant worker may be so distracted for learning to be maximized.
- (4) Put together to make it more occupation-specific or skill-specific or for a particular category of workers, depending on the requirements of a particular set of participants.

Furthermore, standard modules should be pre-tested and assessed, as part of the standard module adoption process. For the purpose of this ADD initiative, initiatives to evaluate the standard modules must be done regularly, thus deepening the “openness” of the system to feedback at different levels, from the most informal to more formal assessments.

All the hard work in planning and materials development for PDOS come together at the delivery stage. The success of delivery will depend on accurate analysis of migrants’ needs, well-designed PDOS plan, relevant materials and well-prepared trainers.

## **MONITORING AND ASSESSMENT**

The 2015 survey indicate that few of the COOs have a technical mechanism to assess the PDO, In Bangladesh, the OKUP observes that the PDO is monitored by BMET/TTC and OKUP through a question and answer, pre-test and post-test. OKUP does follow-up by calling the PDO participants/ family members every three months. The Philippines’ OWWA had done a Policy Implementation Review and conducted a survey among some household workers to gauge the impact of the PDO. All PDO are evaluated by asking the participants how it may be improved after the session. Given the diverse designs and modes of delivery by different institutions, a uniform assessment is most difficult at this time.

At the end of the training course, it is essential to evaluate the event. Such evaluation can be conducted at many levels. D.L. Kirkpatrick presents a useful and we—used model for training evaluation. The model states that there are four (4) levels<sup>v</sup>

<b>Level 1 ( Reactions )</b>	<b>Level 2 (Learning)</b>
<p>This level deals with the immediate reactions of the participants to the learning event, and their level of satisfaction.</p> <p>* MOST PDO, given length and heavy “downloading” through lectures, are at THIS level.</p>	<p>This level has the participants assessed for what they have learnt. What do the participants know NOW which they did not know before the PDO? What new skills have they learnt? Have mastered?</p> <p>*All PDOs should work towards this level. The Modules in Part 1 for this paper offer creative ways for doing assessment that engage the participants.</p>
<b>Level 3 (Behaviour)</b>	<b>Level 4 (Results)</b>
<p>This level is more about assessing IMPACT the learning has produced in the individual at work. How has what was learned on the course been transferred to everyday life and work?</p> <ul style="list-style-type: none"> <li>• This assessment will require post-course evaluation after some time, as 2-3 months after arrival at the COD workplace. This may require an independent third-party.</li> </ul>	<p>The IMPACT of the training on the participants’ performance and the community and/or the workplace is examined.</p> <p>* An independent third party will be required to focus on this work.</p>

It is difficult to measure levels 3 and 4 without committing fairly significant resources to the process. Significant innovations are usually generated by Levels 3 and 4. Efforts to conduct Levels 3 and 4 may be a cooperative effort within the ADD and its partners to provide.

However, ALL trainers should feel responsible for evaluating the training at levels 1 and 2.

What is evident is that an infrastructure for mobilizing and harvesting participants’ feedback. Whether right after the program or one-three months after will provide timely feedback for both policy and program innovations for the COOs, on their own and across the COOs.

The maintenance of an “open” system is necessary to encourage rapid prototyping and incremental interventions to make room for new policy issuances, change in methodology and materials as these become available, and most importantly, participants’ assessment of their learning and evaluation of the programs. Technology offers many approaches to support such a system.

In the 2015 survey, there was a general consensus that the PDO does perform a unique and important function and should be continued despite some of the limitations and “weaknesses” in the system.

The following were cited as limitations:

1. The preparation of trainers. As stated earlier, not all countries have in place proper mechanisms for evaluating and certifying trainers do have the competency level required by PDO.
1. The methodology used should include better facilities for training, better use of digital technology, better educational materials.
2. The generic nature of many PDO programs does not cover the specific laws, customs and traditions, practices and languages of the CODs.
3. A stricter and more formalized monitoring plus more participants’ feedback by an independent group may be the basis for the accreditation of trainers, accreditation of service providers, adequacy of facilities and instruments, and compliance with the new curriculum and methodologies.

Suggestions also include: better budget; decentralized PDO to be provided in the community; gender-friendly facilities, more participatory and learner-centric, among others.

## TRAINING, ACCREDITATION AND MONITORING OF TRAINERS

The effectiveness of PDOs depends on the knowledge and skills of trainers. The TOT should rely on specific educational experience, certified knowledge on the specific information to be conveyed, educational skills, and familiarity with digital technology. Because of the special needs and nature of overseas workers and the numbers of migrants, PDO countries have had to rely on “partners” in governments and private agencies and CSOs to deliver the PDO. Almost all of the COOs have adopted standard modules for adoption by different trainers. Not all countries have proper mechanisms in place to certify that trainers have a level of competence required by the PDO. It is not clear what level of competence is required of PDO trainers, in terms of educational and work experience in providing the worker with enough information and motivation for further learning. To start, it is proposed that PDO trainers have work experience and theoretical knowledge to do PDO. They should also undergo periodic training. COOs must establish a set of core modules for TOT to achieve effectiveness of PDO region-wide. These core modules would mould and develop the core competencies that every PDO trainer must possess. The accreditation and provision of credentials of PDO trainers would be anchored to their ability to demonstrate these core competencies.

There should be a certification process, and provisions for follow-up and further development. In most COOs, accreditation standards are not yet in place. Such standards are being developed in Indonesia. The Philippines and Thailand have such standards. Until this is made available, more training for trainers (TOT) should be made as well as monitoring such modules and their trainers.

Training of trainers (TOT) is key to ensuring that the PDO program remains robust. But such training have to be regular (vs. “sprints” of 40, 30, etc.). Following a systematic process for doing a TOT, there are specific steps to take:

- **Learning goals and objectives.** A systematic process for a successful program of developing capable and motivated PDO trainers starts with looking at the learning goals and objectives of the PDO itself, the characteristics of the potential takers of the PDO and the qualifications of potential PDO trainers. This leads in turn to formulating the learning goals and objectives of the TOT modules
- **Content of the TOT module** Based on the learning goals and objectives, the actual content of the modules can be formulated. The TOT module should include the development of knowledge, skills and attitudes, including the responsibilities of trainers. There is a wide range of TOTs in terms of length. The training should be at least one day in length if not more; it may also be spread out over a number of weeks so that participants can have a chance to apply their learnings and bring the experience back to the classroom for verification and discussion.
- **Design of the TOT module.** Materials need to be developed, as well as teaching aids in support of the TOT module. This may include written materials, audio-visual aids, exercises, provision for practice and feedback, and finally a process for assessing learning and a certification process. The designing process includes a consideration of what institutions may run the training of trainers. In some countries, the support of multilateral agencies like IOM and ILO have been tapped to design and conduct TOT modules, while in others the government agency tasked with managing the migration process runs the TOT itself.
- **Conduct the TOT** Actually carrying out the TOT will require sourcing competent trainers with the desired knowledge and expertise. Conducting the TOT includes an assurance of learning e.g. some method of verifying if learning has taken place. There should also be a feedback and assessment mechanism at the conclusion of the TOT course.
- **Monitoring and evaluation** This includes not just monitoring if the TOT itself is carried out successfully, but monitoring of PDO trainers over time to ensure that quality PDO training is continuously being delivered, and if the credentialing and renewal process is followed.
- **Modify and update the TOT** Based on the feedback and monitoring, as well as research on the evolving nature of the OFWs and the markets they serve, the TOT needs to be revised and updated on a period basis.

### **Standard qualifications of trainers**

The development and delivery of PDOS will require trainers and support staff who are knowledgeable, experienced and well-trained. An accreditation process can be drawn up in which trainers will undergo

written examinations and practical exercises, along with a recognition of their education, previous training and work experiences.

Part of the designing process should include the formulation of standards of who may be qualified to become PDO trainers. In the case of the Philippines, for example, PDO trainers

- i. Must be college graduates
- ii. Must have experience in being an overseas worker, e.g. shipboard experience for PDO trainers for OFWs preparing for sea-based jobs, or on-site experience for trainers for land-based jobs. In the absence of such experience, the prospective trainer must have been involved in training, research, administration or undertakings relevant to overseas employment for at least 2 years prior to the application to be a PDO trainer
- iii. Must have good communication skills
- iv. Must pass an interview by officers of the migration governing body and must complete the TOT training.<sup>vi</sup>

The qualifications level may be organized into three (3) tiers of certification, as illustrated below. Appropriate examinations may be developed for each level. NOTE: This is an area for discussion among the ADD countries.

#### National Certificate I

Relevant undergraduate degrees  
Work experience overseas below 5 years  
Completed 50 hours of training on PDOS  
Has delivered 15 PDOS  
Passed the Certification Examination for NC1

#### National Certificate II

Relevant undergraduate degrees,  
Work experience overseas, 5-10 years  
Completed 100 hours of training on PDOS  
Has delivered 30 PDOS  
Developed learning materials for PDOS  
Passed the Certification Examination for NC2

#### National Certificate III

Relevant postgraduate degree  
Work experience overseas over 10 years  
Completed 150 hours of training in PDOS  
Trained in training trainers in PDOS  
Has delivered more than 50 PDOS  
Has trained more than 5 trainers  
Completed more than 200 hours of training in PDOS  
Passed the Certification Examination for NC3

Aside from these general qualifications, based on the design of the PDO, it may be desirable to have PDO trainers to deliver specific parts of the PDO. For example, it may be best for parts of the PDO to be delivered by those with specialized expertise in cultural and cross-cultural issues, financial matters, health and psychological issues, issues relating to contracts etc. In this case, these requirements may be added to the list of qualifications of PDO trainers.

As part of the TOT design is the credentialing process may be adopted:

- i. the documents to be submitted by prospective PDO trainers
- ii. the certification process e.g. take the TOT, and pass certain assessment tests to ensure that learning goals are met
- iii. the issuance of registration to be PDO trainers
- iv. the validity of and process for renewal of certification.

Given the variety as well in educational qualifications, etc. across ADD countries, a system for equivalency may be adopted for the credentialing process and the “national” certificates.

### **Continuing Education and Training of Trainers**

A facility for continuing education and training of trainers should be established to ensure that trainers’ knowledge and skills on overseas employment are up-to-date and relevant. In-country training or study-visits to destination countries of migrants can be organized to facilitate on-site learning and familiarity with destination countries.

## **ACCREDITATION OF INSTITUTIONAL SERVICE PROVIDERS AND RESOURCE EXPERTS**

Non-government organizations are widely recognized for their contribution in the promotion and protection of migrants’ rights and welfare. They have also been active players in the governance of migration. Hence, they can be effective partners in the education and training of migrants. NGOs can perform a variety of roles in PDO delivery. At the minimum, they can provide technical assistance in the development of PDO modules and learning materials. Given their direct involvement in migration, they can provide appropriate case studies for the seminars. They can also be invited as guest lecturers or facilitators.

In the Philippines, Indonesia, Sri Lanka, among others, NGOs have also been tapped as service providers for PDO design and/or delivery. This is a feasible alternative as it broadens the choices of migrants for PDO. However, there must be a process in place in engaging NGOs for PDO. Their involvement should be fully defined, in terms of expectations and roles in PDO delivery. Below are the basic requirements in accrediting NGOS for PDO delivery:

- Demonstrated experience in handling programs on education and training of migrants
- Engagement in advocacy and policy development on migrants’ rights and welfare
- Demonstrated capacity of staff to deliver trainings for migrants
- Capacity to provide a training centre according to set standards

- Demonstrated capacity to develop and produce learning materials for PDOS.

As NGOs largely depend on external funding for their activities and advocacies, financial costs of PDOS delivery need to be discussed and resolved before engaging their services. The cost of training should not be burdensome for migrants.

Regular monitoring and evaluation processes should also be in place to ensure NGO partners attain the goals of the PDO.

Corporate organizations with high involvement in overseas migration may also be tapped for PDOS delivery. They can provide financial support, for instance, in the development of course materials. However, their participation in the PDOS delivery should be properly managed, in such a way that marketing campaigns are done at a minimum and do not distract the migrants' attention from the PDO objectives.

### **Factors to consider in the decision to outsource PDO training**

Based on systematic management and best practices, the decision to out-source training is based on several factors:

- I. **The goal of outsourcing:** The typical consideration for outsourcing training is generally one of efficiency and cost savings. This requires some measure of the cost savings. Can the entity to whom the training is outsourced perform the function more efficiently and effectively than the main institution? If the answer is yes, value is created by outsourcing the function, and both entities potentially can share in the value created.
- II. **Maintenance of quality:** In addition to the efficiency consideration, another major consideration is the suitability of the suppliers, i.e. how will quality be maintained? Will outsourcing compromise the desired outcomes? The more the number and the more diverse the nature of PDO-training institutions, the more difficult it is to monitor and ensure quality. This may be exacerbated by the possibility of conflicts of interest when, for example, the business objectives may run counter to the requirements of good PDO training.
- III. **Impact on mission:** In order to make a judgment on the first two considerations, i.e. cost reduction and quality, the question that most entities consider is the importance of the function to be outsourced to the mission of the entity. The more critical the function to the mission of the entity, the more difficult and even dangerous it is to outsource the function. Thus entities more easily outsource those parts of the information supply chain that are important for successful operational performance or are administrative in nature but not strategically important and critical to attaining the entity's mission.
- IV. **Availability of specialized resources:** Another reason to outsource is when the specialized nature of the training requires an external provider that is geared to run training in a way not possible with internal resources. Thus

training is often outsourced when a unique skill set is available in specialized vendors that could not be developed or managed in-house. In this case, the potential vendors would be evaluated and selected on their capabilities against project requirements.

- V. Nature of potential PDO trainees: given the very wide range of overseas workers, the above factors will have to be weighed according to the category of potential trainees. It may be easier to outsource PDO training only for certain categories of overseas workers, while retaining others.

Preferred “outsourcing” providers may include:

- NGOs working in the field of migration assistance
- Not-for-Profit training institutions focused on grassroots training such as microfinance development and/or capacity building, community organizing and community leadership training
- Labor recruitment agencies and/or industry associations of labor recruiters

### **Criteria for the choice of external PDO training providers**

ADD members may consider the Philippine case in determining acceptable criteria for accrediting training providers:

- i. Must satisfy all government statutory requirements for operations, such as registration with the Securities and Exchange Commission and the Philippine Overseas Employment Administration (POEA).
- ii. Must have a designated training manager who shall oversee the over-all implementation/conduct of the PDOS and trainer/resource speaker(s) for specific topics duly registered with OWWA. The former should take over the PDO training if regular trainers/resource speakers are unavailable.
- iii. Must be in continuous operation for 3 years at the time of application to be an accredited PDO provider
  - a. For a recruitment and manning agency, it must have a deployment record of at least 100 workers a year,
  - b. For an NGO, it must be involved in advocacy work on migration and development issues and with program of action for the general interest and welfare of OFWs
- iv. Must have the facilities suitable for the PDO (a well-lit, air-conditioned training room adequate in size to afford ease and comfort and accommodate the expected number of participants, with a space-student ratio of 1.5 sq. mt. per student, adequate and conveniently located sanitation facilities, and comply with occupational health and safety standards)
- v. Must have trainers who possess the desired knowledge and skills (at least one designated trainer and one training manager who have undergone trainers training at the migration agency)
- vi. Must have the training room have at least one whiteboard, one multimedia equipment with white screen, one computer unit and appropriate audio equipment

- vii. Must have a venue to be solely dedicated to the PDO training.

Other criteria that may be considered include

- i. Must have access to trainers with the expertise to provide the appropriate PDO modules.
- ii. Must have a track record of ability to provide quality training to the types of overseas workers for whom the PDO is most critical.
- iii. Must have sufficient financial resources to sustain quality training.

### **Implementation of the accreditation process**

The accreditation and maintenance/renewal of accreditation procedures needs to be set by the migration Agency, in consultation with stakeholders as well as “expert” institutions/persons. Basic standards must be met by service providers as requirements for accreditation and renewal of accreditation of service providers. Basic standards should cover areas such as training delivery, training facilities, client satisfaction rating dimensions, etc. Based on the example of how the Philippines carries out accreditation, the process may include the following:

- i. Validity period – the validity of accreditation is two (2) years, unless revoked earlier.
- ii. Non-transferable – the accreditation cannot be transferred to another agency.
- iii. Renewal process – requires the following 90 days prior to the expiration of accreditation as a PDO provider and is based on the performance tract record:
  - a. letter of intent
  - b. application form
  - c. valid building occupancy permit and signatures of the president and incumbent training manager.
- iv. Registration of PDO training manager, trainer and other resource persons
  - a. the Accredited PDO provider should register the following with OWWA's PDO unit: the training manager who manages the training process, the trainer(s) and resource persons
  - b. applicants for trainers will undergo an interview by a panel of OWWA officers
  - c. Applicants must be college graduates, have experience on ships or as a land-based worker, or involved in activities relevant to overseas employment for at least 2 years prior; demonstrate good communication skills and must have successfully completed the Philippines’ OWWA (mandate is with this Agency) TOT course.

### **Monitoring and evaluation**

Monitoring and evaluation mandated by OWWA include having the accredited training service provider to do the following:

1. Submit monthly reports on those trained including information by training session with dates, names of attendees, gender, skills/positions, country of destination, certificate of attendance with control numbers and the name of the trainer.

2. Submit a schedule of training for the succeeding months.

On the basis of these reports, the mandated Agency determines compliance with PDO rules and regulation. At the same time, the mandated Agency also conduct random monitoring visits focused on

- compliance with PDO guidelines
- quality of PDO materials
- compliance with PDO reports
- trainers' performance
- venue and facilities

In addition, the mandated Agency may require the following:

- i. Prescribe a required feedback form where those attending the PDO have an opportunity to evaluate the training they have undergone. The accrediting agency should periodically analyze these feedback forms (or the analysis can be outsourced to NGO research entities), to evaluate the performance of the accredited PDO providers.
- II. A rigorous evaluation of the outcomes of the PDO training done by accredited agencies, not only to check on the performance of the PDO providers, but also to provide feedback on the outcomes for the ultimate target, the overseas workers. This will require additional resources and third party implementation.

The decision to accredit external PDO providers should be regularly visited and revised based on feedback and evolving nature of overseas employment.

## **VI. Policy on Standard Facilities, Regulated fees, and duration of PDO sessions, Frequency of delivery**

The PRO Management System will need to attend to the provision of standard facilities, regulated fees and duration of the sessions and the frequency of delivery. These components will rely heavily on (1) the types of migrant workers; (2) the learning objectives; (3) resources of both migrant worker, government and the service provider.

### **Duration of PDO sessions**

All countries in the 2015 survey agree that the PDO program be limited to 8 hours or ONE day. Only Vietnam and Sri Lanka actually have a much longer orientation period. Indonesia has 10 hours and OKUP in Bangladesh suggests a residential course lasting for 2 days for men and 21 days for women. In PDO for specific types of workers and where much misunderstanding and actual conflicts have been registered, a longer duration of the PDO should be contemplated.

Technology will allow “blended learning” over a period of time when the worker is able to “focus” on the issues, even after arrival. The PDO must be so designed to motivate the migrant to learn to access more information through various means.

However, no recommendation has been received in the 2015 as to who should bear the cost.

## **Regulated fees**

The issue of fees is quite controversial and will require more discussion among the countries. The basic tenet here is: the duration should depend on learning objectives, the kind of participants who have been recruited, and the level of learning that is needed.

To a certain extent, ADD countries may consider having the COD and employer “bear” part of the fees as the PDO may be seen as part of the orientation largely conducted by companies and organizations ( “on-boarding” as some would call it) to ensure effective adjustment of their workers in pursuit of worker productivity and harmonious labor relations.

While it is true that participants may experience an information overload, better methods may be used and information requirements may be prioritized for PDO to be cost-effective.

For lower-skilled categories of workers, the fees may need to be regulated, without or with subsidy by Government. What is to be avoided is to “dump” the whole fee on the worker without allocating the pain of ensuring that the worker is properly informed and motivated to work at his best to the other stakeholders, including the employer and COD, as well as the COO.

## **Standard facilities**

There have been occasions where such PDO has been conducted in the open air, etc. For a learning environment, standard facilities should include a room whose temperature is pleasant, table and chairs and allowing for film and powerpoint presentations. The Philippines’ OWWA (see previous section) has agreed, after consultations, on certain minima. “Mobile” teams or local government units made host such PDO.

## **INTERNATIONAL COOPERATION**

PDO programmes lend themselves to become a platform for cooperation as it can provide a better preventive “fence”, anticipate possible difficulties and concerns, and generate better relations among countries and sectors. International cooperation can be harnessed for the following:

1. Better, more accurate information about the contract conditions and the changing work environment, welfare facilities
2. Latest information and materials on law and regulations, as well remedies for common cases
3. Establish a PDO center in the COD, upon arrival of the worker
4. Training of trainers – collaboration
5. Joint assessment and monitoring of the “trained” workers and the impact
6. Joint design and development of curricula and modules
7. Development of on-line PDO for skilled, highly skilled and professional migrants
8. Development of other materials after the first PDO or while in the country of destination.

They say it will take a whole village to educate a child. In this case, it will take the whole migration “eco-system: and its different residents (stakeholders) to ensure that workers and employers, COOs and CDOs realize their potential and provide for themselves and their families/citizens.

## PART 3. APPROACHES TO THE REGIONAL PRE-DEPARTURE ORIENTATION (PDO)

This presents alternative approaches the ADD members may consider to ensure a robust, flexible, and collaborative PDO network. Broadly speaking, the PDO implementation plan – with these proposals – seeks to achieve the following objectives:

5. Establish an environment of regional PDO integration among ADD member states;
6. Create regionally focused PDO training implementation infrastructure and intermediaries;
7. Strengthen PDO implementation among ADD member states; and
8. Expand PDO training adoption and implementation among non-ADD member states.

### Proposed Approaches

3. One PDO system under an ADD secretariat that moves with rotating leadership of the ADD, with individual implementation allowing tailored inputs for countries of origin, types of labor migrants, and a variety of destination countries.

The PDO system may opt to establish an ADD Secretariat solely responsible for the design, development, and implementation of a PDO. This entails the following proposed mechanism:

- The ADD Secretariat would be based in an identified host country to ensure continuity of implementation, and leadership would be rotational based on specific duration set by member states regardless the location of the ADD Secretariat physical office.
  - The ADD Secretariat would establish various Committees (i.e., Quality Assurance, Research, Resource Mobilization and Management, Monitoring and Evaluation, Training and Development, and the like) in order to make the PDO relevant and responsive to overseas migrant workers' needs.
  - Quality assurance would be fostered by the ADD secretariat through the formation of Quality assurance and Monitoring and Evaluation Committees. Aside from the assessment embedded in the PDO curriculum, pre-defined metrics and tools will be developed and utilized by identified pool of experts to foster assurance of learning.
  - The ADD Secretariat would organize of member states representatives' meeting to discuss relevant implementation modalities, challenges and concerns as well as future programme implementation thrust.
4. A “loose” network of PDOs individually implemented by each country but with coordination and sharing of materials and best practices among ADD partners, and open to inputs by multilaterals and Non-Government Organizations (NGOs).

This proposes a more decentralized approach to PDO implementation. For this to be effective, this may require the following:

- The need to create multiple PDO implementation sites and hub in ADD member states, as well as the creation of PDO clusters made up of partner member states.
- This network will create an ecosystem of PDO intermediaries. Aside from government agencies, NGOs, training and educational institutions, as well as private organizations can venture towards PDO conduct according to identified areas,
- This may also require the establishment of nimble and responsive PDO implementing institutions that would provide the necessary resources and experts required in conducting PDO.
- Peer review will ensure assurance of learning. PDO implementers, as counterpart to their membership in the PDO network, will be required to conduct monitoring and observation visits of PDO sites and implementing institutions. The preparation of common tools and regular calibration would enable the Peer Review process to be more responsive and relevant to PDO implementation.
- As this is more decentralized, quarterly meetings per member state cluster can be implemented and a meeting made up of selected representatives may also be held annually. with coordination and sharing of materials and best practices among ADD partners, and open to inputs by multilaterals and Non-Government Organizations (NGOs).

In BOTH cases, the ADD countries may wish to set up a parallel “community of practice” that operates across sectors and countries.

## ANNEX 1

### Institutions, laws and regulations on migration in the Colombo Process Member States (CPMS)

Country	Institution	Function	Law or Decree	Purpose
Afghanistan	Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD)	Has the main responsibility in implementing the labour migration policy  Has drafted the National Labour Emigration Policy (2012)	Labour Law of 2007 Regulation for Sending Afghan Workers Abroad (2005)	Authorizes labour migration and the establishment of private employment agencies  Establishes the obligations of Afghan workers abroad, the rights and obligations of the MoLSAMD and the obligations of foreign employers  Source: Wickramasekara and Baruah, 2013
Bangladesh	Bureau of Manpower Employment and Training (BMET) (1979)  Bangladesh Overseas Employment and Services Limited (BOESL)	Overall competence on implementing the labour migration policy  Recruits and places workers abroad as an alternative to private recruitment agencies	Emigration Ordinance of 1982  Overseas Employment and Migrants Act 2013	Regulates the recruitment industry, the registration, contract, protection and welfare of migrants and establishes the rights of migrants  Source: Government of Bangladesh
China	Ministry of Commerce (MOFCOM) - Department of Outward Investment and Economic Cooperation	Responsible for organizing and coordinating the implementation of the "going global" strategy which includes foreign engineering contracting and labor service cooperation (including citizens' overseas employment)	Order of the State Council No. 527 Administrative Regulations on Contracting Foreign Projects (2008)  Regulation of International Labour Cooperation (2012)	Regulates the employment of Chinese nationals for Chinese companies operating abroad  Regulates the industry, prevents illegal operation of recruitment agencies and protects the rights of Chinese labour migrants working overseas  Source: IOM Beijing

India	<p>Ministry of Overseas Indian Affairs (MOIA) (2004)</p> <p>Protectorate General for Emigrants (within the Emigration Service Division)</p> <p>Overseas Workers Resource Centre</p>	<p>Has competence for all matters related to overseas Indians</p> <p>Administers the Emigration Act 1983</p> <p>Provides information to workers intending to go abroad</p>	<p>Emigration Act 1983</p> <p>Emigration (Amendment) Rules, 2009</p>	<p>Regulates the emigration of Indian workers</p> <p>An amending bill is under consideration to regulate all recruitment agencies, to accredit employers, to replace Emigration Clearance with migrants registration</p> <p>Source: India, MOIA 2015</p>
Indonesia	<p>Ministry of Manpower (MoM)</p> <p>BNP2TKI (National Agency for the Placement and Protection of Indonesian Migrant Workers) (2006)</p> <p>BP3TKI</p>	<p>Has main responsibility for the governing of labour migration</p> <p>Responsible for implementing policies regarding the placement and protection of migrant workers. Answers directly to the President.</p> <p>Is the regional office of BNP2TKI and facilitates the documentation for migrants and provides the pre-departure briefing.</p>	<p>Law No. 39/2004 concerning the Placement and Protection of Indonesian Migrant Worker</p> <p>Presidential Regulation Number 81, 2006</p> <p>Regulation No. 4/2008</p> <p>Government Regulation Number 14, 2010</p> <p>Government Regulation 3/2013 regarding Protection of Indonesian Migrant Workers Abroad.</p>	<p>Overall legislation covering obligations of the government, rights and duties of migrants and placement procedures</p> <p>Establishes the BNP2TKI</p> <p>Assist and protect Indonesians abroad, particularly migrants</p> <p>Implementation of Placement and Protection of Indonesian Manpower Abroad</p> <p>Source: Farbenblum et al. 2013</p>
Nepal	<p>Department of Foreign Employment (DoFE) (within the Ministry of Labour and Employment- MoLE) (2007)</p> <p>Foreign Employment Promotion Board (FEPB) (2007) (chaired by MoLE)</p> <p>High-Level Foreign Employment Coordination Committee</p>	<p>Regulates recruiting agencies, regulates labour migration and protects the rights of migrants</p> <p>Ensures the social protection and welfare of migrants</p> <p>Coordinates and harmonizes policy issues among stakeholders</p>	<p>Foreign Employment Act 1985</p> <p>Foreign Employment Act 2007</p> <p>Foreign Employment Policy (2012)</p>	<p>Initial regulation of labour migration (repealed in 2007)</p> <p>Promotes the security and welfare of labour migrants. Establishes the Migrant Workers' Welfare Fund</p> <p>Prioritizes safety and protection of migrant workers and facilitates labour migration</p> <p>Source: Nepal, Ministry of Labour and Employment 2014</p>

Pakistan	Bureau of Emigration and Overseas Employment (BEOE) (1971) (attached Department of the Ministry of Overseas Pakistanis & Human Resource Development)	Regulates migration, safeguards the welfare of migrants, monitors employment agencies and recommends policies	Emigration Ordinance (1979)	Establishes the overall framework for migration from Pakistan, including the appointment of a Director General and of a Protector of Emigrant
	Ministry of Human Resource Development	Issues licenses to overseas employment promoters	Emigration Rules (1979, updated up to 2012)	Establish the rules to implement the ordinance
	Overseas Employment Corporation (OEC)	Government agency deploying migrants in addition to the private sector	National Policy for Overseas Pakistanis (2013)	Provides for social and welfare facilities, opening of schools abroad, establishment of overseas university in Islamabad and the creation of an Overseas Pakistanis Advisory Council (OPAC)
Philippines				Source: Khan et al. 2014
	Philippine Overseas Employment Administration (POEA) (1982) (within DOLE)	Regulates labour migration and the employment agencies	A Decree Instituting the Labour Code (PD 442) (1974)	Institutes the overseas labour migration program
	Overseas Workers Welfare Administration (OWWA) (1977) (within DOLE)	Administers the welfare fund and provides benefits to Filipino migrants	Migrant workers and Overseas Filipinos Act of 1995 (RA 8042)	Establishes the Philippine migration policy
	National Reintegration Center for Overseas Filipino Workers (NRCO) (2010) (within DOLE)	Facilitates the reintegration of Filipino migrants returning to the country	Amending Act: RA 10022 (2010)	Strengthens the protection and promotion of the welfare of migrant workers, their families and overseas Filipinos in distress
	Office of the Undersecretary for Migrant Workers Assistance (OUMWA) (within DFA)	Extends assistance to Filipinos overseas, particularly in times of crisis		Source: IOM and SMC 2013
Sri Lanka	Sri Lanka Bureau of Foreign Employment (SLBFE) (1985)	Promotes and regulates migration.	Sri Lanka Bureau of Foreign Employment Act of 1985	Established the SLBFE and the framework for the regulation and promotion of migration. Established the Association of Licensed Foreign Employment Agencies (ALFEA)
			The National Labour	Amended the SLBFE Act of

			Migration Policy for Sri Lankans (2009)	1985 to strengthen the regulation of the recruitment agencies and the protection for migrants  Source: Government of Sri Lanka
Thailand	Department of Employment - Office of Overseas Employment Administration  Thailand Overseas Employment Administration (TOEA)	Provides overseas employment opportunities and assists foreign employers in hiring Thai workers  Helps the application of Thai workers seeking a job abroad	Employment and Job-Seeker Protection Act, B.E.2528 (1985)  Labour Protection Act B.E. 2551 (2008)	Regulates the procedures to obtain work overseas  Provides protection to Thai workers send abroad by Thai companies  Source: Chulamwong 2011
Vietnam	Ministry of Labour – Invalid and Social Affairs (MOLISA)  Department of Overseas Labour (DOLAB)	Has overall competence  Implements the laws and policies concerning Vietnamese migrant workers	Law regarding Vietnamese nationals working abroad under contract (No. 72/2006/QH11) (2006)  Decree No. 126/2007/ND-CP, dated 1 August 2007  Prime Minister’s Decision No. 119/QD-TTg, dated 25 July 2007  Prime Minister’s Instruction No. 1737/CT-TTg	Establishes the policy on Vietnamese contract workers abroad  Provides the implementing rules for Law No. 72  Establishes the Fund for assisting overseas Vietnamese Nationals and Legal Entities  Strengthens the protection of Vietnamese migrants Source: Vietnam, Consular Department, MOFA 2012

## ANNEX 2

### Institutional responsibility in the design, provision and monitoring of PDO programmes

Country	Institution responsible for designing the PDOS	Institution responsible for providing the PDOS	Institution responsible for monitoring the PDOS
Afghanistan	Recruitment agencies MoLSAMD provides inputs	Recruitment agencies	Recruitment agencies
Bangladesh	The government with the assistance of international organizations (ILO, IOM, UNWomen), NGOs and CSOs.	Wage Earners' Welfare Board (briefing for group visa); Technical Training Centers (for workers going to Saudi Arabia and Jordan); NGOs/CSOs and Recruitment Agencies (for female domestic workers)	Should be the Ministry of Expatriates' Welfare and Overseas Employment. However, there is no standard and continuous mechanism for monitoring
Indonesia	Ministry of Manpower	BNP2KTI	BNP2KTI
Nepal	FEPB with DoFE and MoLE	Private Accredited Organizations and FEPB	FEPB, DoFE and MoLE
Pakistan	BEOE	Protectorates of emigrants (there are seven in major cities)	BEOE and Ministry of Overseas Pakistanis & Human Resource Development
Philippines	OWWA	OWWA – PDOs are also given by Associations of private employment agencies and NGOs (to domestic workers)	OWWA
Sri Lanka	SLBFE and Tertiary and Vocational Education Training (TVET)	SLBFE	SLBFE and Tertiary and Vocational Education Commission (TVEC)
Thailand	DOE, TOEA, Overseas Workers' Welfare Fund Unit and Pre-Departure Training Center	Pre-Departure Training Center	Overseas Workers' Welfare Workers Fund, TOEA
Vietnam	DOLAB	Labour recruitment agencies	DOLAB

ANNEX 3

Basic Information Provided in the PDO Programmes

Basic Information Provided in the PDO Programs										
	PDO Module/Topic	AF	BD	ID	NP	PK	PH	SL	TH	VN
1	Overview of Overseas Employment									
2	Rights and Obligations of Migrant Workers									
3	Legal Modes of Recruitment and Mobilization of Migrant Workers Abroad									
4	Standard Employment Contract for Migrant Workers									
5	Code of Discipline for Migrant Workers									
	a. Duty to Country of Origin									
	b. Duty to Country of Destination									
	c. Duty to Employer									
	d. Duty to One's Self									
	e. Duty to One's Family									
	f. Duty to Fellow Migrants									
6	Departure and Travel Trips									
7.	Health Tips for Migrant Workers									
	Time Allotted			3	4.35		2.15	10	6.05	28.3
			AVAILABLE			AVAILABLE				

Source: Battistella, G. (2015, October). Mapping of National Pre-departure Orientation (PDO) Programmes of Countries of Origin of the Abu Dhabi Dialogue. Scalabrini Migration Center.

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### Endnotes

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<sup>ii</sup> POEA Rules and Regulations Governing the Recruitment and Employment of Land-based Overseas Workers, Philippine Overseas Employment Administration

<sup>iii</sup> Procedures and Guidelines for Monitoring the Compliance of PDOS Providers, Memorandum of Instruction No 002, Series of 2015, Overseas Workers Welfare Administration, Department of Labor and Employment

<sup>iv</sup> Impact Evaluation Overview, Poverty Reduction and Equity, The World Bank

<sup>v</sup> Kirkpatrick, D. L. (1998). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler.

<sup>vi</sup> Revised Policies and Guidelines for the Implementation of the Pre-Departure Orientation Seminar (PDOS), Memorandum of Instruction No, \_\_, Series of 2016, OWWA