

REGIONAL GUIDE AND MANAGEMENT SYSTEM FOR POST-ARRIVAL ORIENTATION IN ABU DHABI DIALOGUE COUNTRIES

06



POST-ARRIVAL ORIENTATION



صوار أبوظبي بين الدول الآسيوية المرسلية و المستقبلية للعمالة
Abu Dhabi Dialogue among the Asian Labor-Sending and Receiving Countries

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This report has been drafted by the Migrant Forum in Asia (MFA), whose efforts and commitment throughout this process are very much appreciated. IOM expresses its sincere gratitude to partners, including Abu Dhabi Dialogue (ADD) member states, international organizations, civil society organizations and prospective current and returned migrant workers – all of whom generally contributed their time, insights and knowledge throughout the development of the CIOP series.

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Kindly note that this is an advanced draft. ADD member states are invited to provide any feedback or further information to the ADD Permanent Secretariat.

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ACRONYMS

ADD	Abu Dhabi Dialogue
CIOP	Comprehensive Information and Orientation Programme
CODs	Country/Countries of Destination
COOs	Country/Countries of Origin
CSO	Civil Society Organizations
DW	Domestic Worker
IOM	International Organization for Migration
MOHRE	Ministry of Human Resources and Emiratisation
NGO	Non-Governmental Organizations
OSHG	Occupational Safety and Health Guidelines
PAO	Post-Arrival Orientation
PDO	Pre-Departure Orientation
PEO	Pre-Employment Orientation
POC	Point of Contact
SEC	Standard Employment Contract
SP	Service Providers
TCW	Temporary Contractual Worker
TOT	Training of Trainers
UAE	United Arab Emirates
VTI	Vocational Training Institute

BACKGROUND



BACKGROUND

There is compelling evidence to demonstrate the benefits of well-managed labour mobility. Such migration can have positive returns for all stakeholders involved – Temporary Contractual Workers (TCWs) and their families, employers, labour recruiters as well as communities and economies in both Countries of Origin (COOs) and Countries of Destination (CODs).¹ Accurate, adequate and timely information – along with investments – remain one of the most important factors that can make safe and orderly migration possible.

The Comprehensive Information and Orientation Programme (CIOP) was initially led by the Government of the Philippines. The programme's aim is to strengthen both the protection and labour market integration of TCWs based in Abu Dhabi Dialogue (ADD) member states, by seeking to address relevant information gaps and/or possible misinformation at key junctions in the migration life cycle. These measures will equip TCWs with a solid grounding in local labour laws, socio-cultural norms and practices while supporting informed decision-making that would significantly contribute towards reducing barriers to integration in the workforce and within host societies of CODs.

CIOP is a multi-phased process that was collectively adopted as a regional initiative during the ADD 3rd Ministerial Consultation in November 2014. At the core of CIOP, there is a focus on the following:

Pre-Employment Orientation (PEO): Equips prospective TCWs with accurate and tailored information to enable them to make an informed decision on whether or not foreign employment is a realistic and adequate option.

Pre-Departure Orientation (PDO): Supports outgoing TCWs in preparing for their journey, adjustment period, life and work in the COD along with providing guidance on ways to get access to support channels and grievance mechanisms.

Post-Arrival Orientation (PAO): Provides TCWs with further information regarding local labour laws, socio-cultural norms and practices, workplace expectations and good conduct.



Figure 1: Four phases of the labour mobility process.

PAO can consist of any programme which provides TCWs with guidance regarding local labour laws and socio-cultural norms, among others, to better integrate them in CODs upon arrival.

1. De Haas, H. 'Migration and development: A theoretical perspective. *International Migration Review*, 2010. Vol44 (1). pp 227-264



Figure 2: List of ADD member states.

The harmonization of PEO, PDO and PAO benefits all stakeholders involved in the migration cycle – from TCWs, employers and labour recruiters to COOs and CODs as well as their economies and societies.

Post-Arrival is understood as the stage which starts upon a TCW's arrival in the COD.

PAO related information includes, but is not limited to, local labour laws, socio-cultural norms and practices, workplace expectations and good conduct among others.

To support ADD member states, this Regional Guide and Management System proposes a series of PAO modules that have been designed to contribute to the establishment of a standardized framework for conceptualizing and implementing PAO programmes across CODs.

Accompanying this set of PAO modules, this Management System provides CODs with a general operational framework to support the effective administration and governance of PAO, in collaboration with a series of stakeholders like COO governments, members of the private sector as well as Non-Governmental Organizations (NGOs).

This includes, but is not limited to, recommended institutional set-up, Training of Trainers (TOTs) along with monitoring and evaluation. Practical guidelines are also outlined to guide the tailoring of the modules to different national contexts as well as other key considerations to ensure the harmonization of PAO with PEO and PDO programmes.

The information and recommendations included in this Regional Guide and Management System is best read in conjunction with the 'Background Report on Post-Arrival Orientation in Abu Dhabi Dialogue Countries'.

STRUCTURE OF THE REGIONAL GUIDE AND MANAGEMENT SYSTEM

This Regional Guide and Management System comprises of two key parts.

Part one focuses on the Regional Guide of PAO modules, outlining their principles and objectives along with the various learning outcomes, teaching methodologies and suggested tools of implementation.

Part two elaborates on Key Components that are useful in developing guidelines and considerations for a PAO Management System. These will be key to the effective administration and governance of PAO.

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

Many TCWs upon arriving in CODs struggle with adjusting to a new country as well as familiarizing themselves with different socio-cultural norms and practices. The lack of accurate information or misinformation can negatively impact their ability to integrate into a new society and workplace.

PAO can be a powerful mechanism that can provide this type of tailored information about the COD, empowering TCWs to be able to meaningfully navigate different situations, both socially and professionally. This outcome would ultimately benefit all stakeholders involved in the labour migration process.

REGIONAL GUIDE OF PAO MODULES

The PAO Regional Guide is divided into modules and describes in detail, the proposed content structure of PAO. The modules were developed to support TCWs in adjusting to the new environment in the COD and in ensuring there is a clear understanding of employer expectations as well as practical guidance and support. TCWs are also expected to understand their rights and obligations, national labour laws and regulations and also have the capacity to maneuver cultural diversity.

The Guide puts forth possible methodologies that could be adopted as well as guidance on contextual customization of delivery mechanisms and modules within PAO. It is important to note that while it describes proposed PAO content comprehensively, it also emphasizes the need to tailor PAOs to various national contexts, while highlighting the importance of multi-stakeholder collaboration.

OVERVIEW OF PAO MODULES

The following seven modules are recommended to be included in PAO:

Modules of PAO

1. Laws, Regulations and Processes of Immigration and Labour in the COD
2. Workplace Policy and Duties of TCWs
3. Rights of TCWs in the COD
4. Living and Adapting in the COD
5. Safeguarding Health and Safety
6. Financial Management
7. Avenues of Assistance in the COD

Figure 3: The seven modules of PAO.

With each country having different experiences in the content and conduct of orientations for TCWs, the proposed standard content brings with it a responsive and flexible modular structure, enabling it to be easily customized and adapted.

PAO MANAGEMENT SYSTEM

This Management System elaborates on the implementation of PAO which includes institutional structures, monitoring mechanisms as well as details of delivery mechanisms. It further addresses possible roles and responsibilities of each stakeholder in the process of designing, implementing and monitoring PAO along with possible areas of cooperation between different entities. Furthermore, the Management System will also consider and refer to both PDO and PEO systems so as to reinforce and harmonize with one another.

This Management System is divided into a series of key components. These elements have been developed with a focus on long-term sustained engagement with various stakeholders and TCWs along with the establishment of best practices within PAO to ensure an efficient and empowering PAO process.

KEY COMPONENTS

1. Needs Assessment of PAO
2. Institutional Mandates for Programme Owners
3. Design and Delivery of PAO
4. Monitoring and Evaluation
5. Training and Accreditation
6. Models of Engagement

1. NEEDS ASSESSMENT OF PAO

This component provides Programme Owners with an overview of the activities that COD governments are advised to pursue, including benefits and possible challenges. It also examines some of the considerations behind conducting an effective needs assessment prior to executing a PAO in the COD.

2. INSTITUTIONAL MANDATES FOR PROGRAMME OWNERS

PAO programmes could involve a number of different stakeholders, each with different priorities and capabilities. It is critical to discuss and explore the different roles and responsibilities of each stakeholder and how they relate to one another.

3. DESIGN AND DELIVERY OF PAO

Designing a PAO programme can be a complex process, with a number of considerations to be made to ensure that information is relevant and addresses the information needs of TCWs. This is accompanied by a summary of different delivery mechanisms, along with recommendations for improvement and the creation of standardized policies and procedures.

4. MONITORING AND EVALUATION

Effective systems of monitoring and evaluation, with clear channels for feedback and reporting, are key to understanding the impact PAO is having on TCWs.

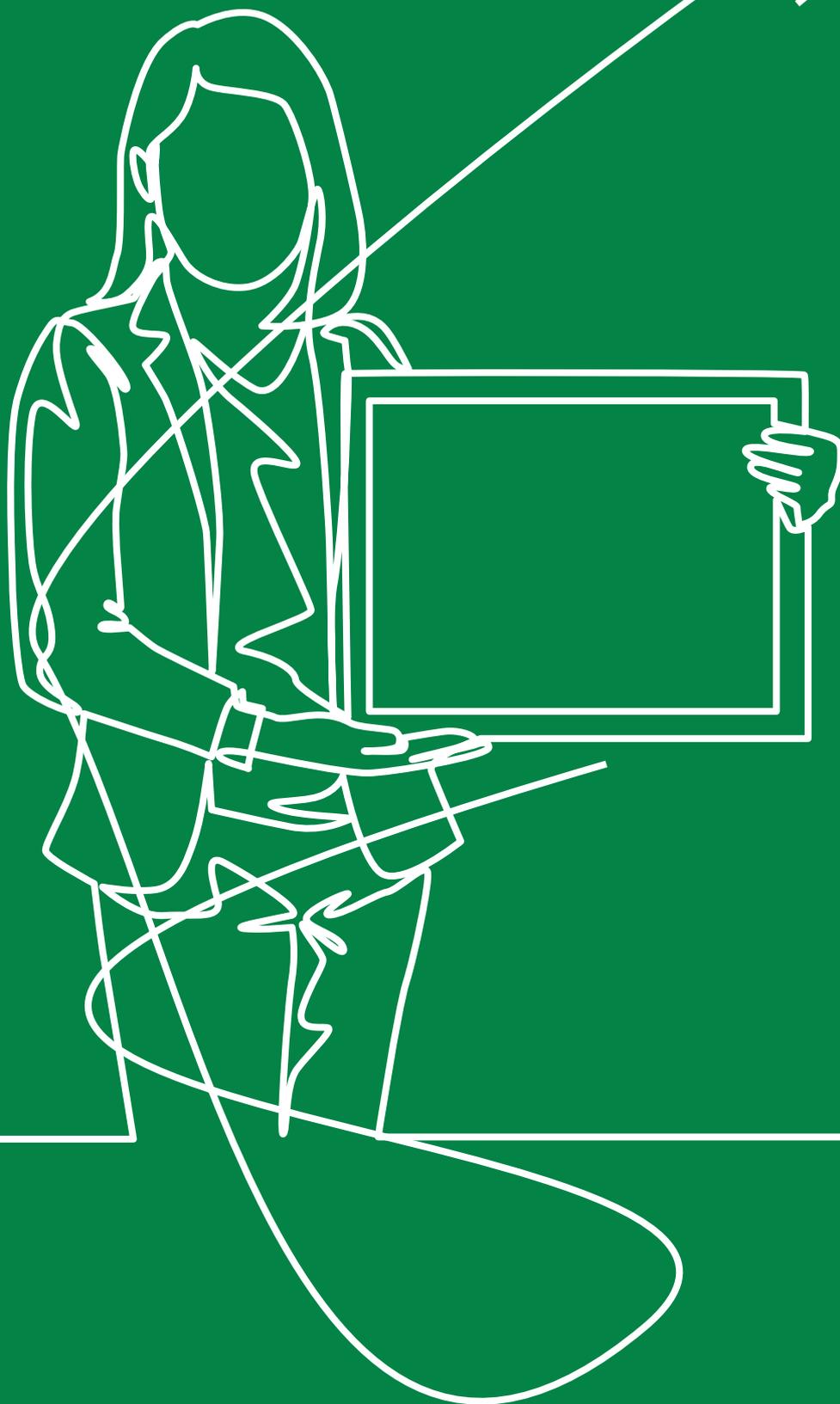
5. TRAINING AND ACCREDITATION

This component on relevant training and accreditation elaborates on a number of considerations, including registration, training processes, assessment and certification of PAO trainers.

6. MODELS OF ENGAGEMENT

Using collective insights from the “Background Report on Post-Arrival Orientation in Abu Dhabi Dialogue Countries,” this component explores different models of engagement between stakeholders and processes relevant to PAO.

REGIONAL GUIDE OF PAO MODULES



1. REGIONAL GUIDE OF PAO MODULES

The role of COD governments is vital in facilitating safe, orderly and regular migration for TCWs and also in ensuring that they remain aware of the entire labour process.

Presently, with the exception of the Government of the UAE, few mechanisms for formal and institutionalized PAO have been observed among ADD CODs. Governments of CODs are currently geared towards cooperating with relevant COOs in their PDO processes. The establishment of a formal and institutionalized PAO in CODs has raised concerns about the required resources and infrastructure for this process.² Appreciating the willingness to channel efforts towards stronger awareness initiatives, PAO becomes a strategic priority when viewed as part of orientations designed to address information needs of TCWs across the labour migration process.

Additionally, it is highly recommended that PAO be viewed as interrelated with both the pre-employment and pre-departure phases. A strong system of harmonization between these three orientations and other related processes becomes vital for the smooth functioning of the entire orientation process geared towards the labour migration cycle. Hence, this Regional Guide emphasizes on comparable regional labour policies, similar living standards and perceived similarities in social, cultural structures and norms – all of which may be unfamiliar to a TCW.

1.1 PAO, WITH PEO AND PDO

In discussing the content, design and delivery of the PAO, there are significant differences when compared to PDO or PEO.

Some examples are listed below:

- While not necessarily applicable to all ADD member states, it is important to note the different evolutions of TCW orientations. As PDO has had a longer history in COOs as opposed to PAO related interventions in CODs, governments of COOs are usually the primary authority for managing PDO. For PAO, interventions revolve around a multi-stakeholder framework for its implementation, including governments of CODs.
- Comprehensive information along with specific details about the living and working conditions in the COD can be provided during PAO, unlike PDO and/or PEO where information tends to be related to the region, the country or the actual workplace where the TCW will be based. However, at times, incomplete information is provided to TCWs before their arrival and they may not necessarily learn about precautions that they need to take before travelling such as, arranging the right documentation and proper packing and luggage management.
- Stakeholders in the COD such as, local NGOs, community/expatriate organizations along with diplomatic missions of COOs, have a shared objective of supporting the delivery of PAO programmes, since they interact either directly with TCWs or have the capability of representing their interests. Furthermore, there is a potential sharing of financial and human resources during the different stages of the process in the form of skilled trainers providing classes and other infrastructure. Additionally, almost all stakeholders, except for community/expatriate organizations, possess an established institutional mandate.

2. This information was derived from consultations as part of the 'Background Report on Post-Arrival Orientation in Abu Dhabi Dialogue Countries.'

- Compared to PEO or PDO, delivery mechanisms of PAO may occur at the first Points of Contact (POCs) in CODs such as, airports, workplaces, living quarters or healthcare centres where they are taken for their initial medical examination. This means there is ample possibility for TCWs to begin their learning process from the moment they arrive in the COD.

1.2 KEY OBJECTIVES OF PAO

Awareness and orientation programmes are seen as projects or long-term initiatives based on, and validated by, their mission, learning objectives and learning outcomes that they aim to observe. Possessing clear-cut goals allows the entities involved, to determine the indicators that would lead them towards achieving their intended objectives. Harmonized orientation aims to ensure that TCWs are well-informed and fully aware of the labour migration experience at every stage of the process. Consequently, PAO becomes an indispensable component in supporting those who have opted to pursue foreign employment.

The PAO programme should be based on a set of objectives that uphold its importance in the labour migratory process.

PAO aims to:

- *Reinforce or add value to information given to the TCW during PEO and/or PDO*
- *Engage with authorities and other stakeholders in CODs in the formation of PAO programmes, by strengthening the credibility and effectiveness of both the guidance and information being provided to TCWs*
- *Fill possible information gaps in PEO and PDO. Reiterating certain information during PAO that was already addressed earlier can help verify whether or not the information provided by the human resources personnel or labour agent during PDO was consistent with the information provided during PAO. Repetition also increases the likelihood of TCWs retaining the information*
- *Ensure TCWs are fully informed when it comes to meeting employers' requirements and expectations in relation to their conduct, skills, workplace awareness and contribution to a harmonious work environment. Comprehensive orientation programmes set the tone for a fruitful employer-employee relationship where the latter are empowered and made part of an educated and aware workforce as a way of protecting workers' rights and promoting stability among the TCWs*
- *Manage TCWs' expectations and facilitate social adjustment for TCWs by providing relevant information with regard to their living and working situations in the COD. The possession of knowledge, information and skills is key to ensuring that the TCW has the necessary acumen to mitigate problems and emerge as a solution provider, as well as to be in a position to promote self-sufficiency*
- *Enable TCWs to form or join existing support systems and community networks*

1.3 THE 5-R MODEL

The principles of PAO content and the required training is based on the 5-R Model. Programmes based on these principles would ensure an efficient PAO that is consistent with the information needs of TCWs.

RIGHTS-BASED	First and foremost, PAO programmes must be in accordance with, and guided by basic human and labour rights with priority given to content and delivery mechanisms. They must also provide opportunity for TCWs to further their awareness and education.
REINFORCEMENT	The PAO content must fortify the information that was provided during PDO and PEO programmes. It must validate the information that the TCW has received as well as promote effective learning.
RELEVANCE	PAO must respond to the concerns of the TCWs and allow them to seamlessly adapt to their work as well as to the COD. This is particularly true in the case of vulnerable groups such as first-time TCWs, low-skilled workers, workers with lower education/literacy levels as well as Domestic Workers (DWs).
RESPONSIVENESS	The content and delivery must be receptive and respond to changes in the policy environment. It would allow for interactive engagement between stakeholders in a manner that would actively accommodate changes. The intention of PAO includes supporting positive societal changes as well as assist uninformed or misinformed TCWs.
RECURRENCE	The design of PAO should include continued engagement with the TCWs even after the completion of their initial programme to ensure that the workers are updated with relevant information and remain well-adjusted during their time in the COD.

Figure 4: The 5-R model.
Source: CIOP consultations, 2019.

Adult learning must cater to some of the intrinsic motives that drive a TCW's ambitions. At its very core, it must be based on mutual respect with the trainer so that the material and delivery mechanisms need not be tied to a Trainer-Trainee relationship but rather move towards informal dimensions of solidarity. The information provided must also be of practical use and tap into TCWs' life experiences and knowledge of certain areas.

1.4 CUSTOMIZING MODULES

TCWs arrive in the Gulf countries with different skill sets, jobs and workplace expectations. At times, employers may have TCWs working on dissimilar visas or work permits rendering them to a different set of facilities, benefits, support and labour migration experience. This necessitates customizing PAO modules to the context at hand since TCWs with different skill sets may have different learning needs.

Taking into account prevailing labour and civil laws, the tailoring of PAO modules must cater to those who may have been identified as vulnerable, such as, DWs and TCWs working in construction, agriculture and oil industry among others.

It is recommended that the following factors are considered when customizing the modules:

Nature of Target Audience

Gender-segregated sessions would mean that both women and men TCWs, would obtain relevant gender-responsive information relevant to their work and stay in the COD.

Industry and Employment

This would include information on employment contracts, benefits offered, facilities, accommodation as well as rights and national grievance mechanisms that would be provided to the TCW. Additional information along with on-the-job skilling is advised for TCWs in using machinery, tools, technologies and chemicals.

Location

Modules may require customization depending upon time and facilities available.

Stakeholders Involvement in Delivery

Modules may be changed as per the focus and priority of the primary trainer or persons in charge of the programme.

Culture

Modules may need to be customized according to cultural sensitivities and considerations given to the diversity prevailing in the workforce through culture, traditions, religion, norms and values.

Methodologies used during the delivery of PAO modules need to be tailored within the sessions and among beneficiaries according to the following:

- **Education/literacy level** would affect their use of the materials and their understanding of the content. Therefore, using audio-visual aids and verbal testing methods are recommended.
- **Prior experience of migration** (if any) demonstrates familiarity with the modules/content and, thus, the methodologies would need to be altered to sustain their attention and engagement in the class.
- **Language and communication** skills in English, Arabic or their own native language which may require interpretation and translation support as well as cooperation from community/expatriate organizations.
- **Recruitment process in the COO** highlights whether or not the TCW has undergone any PEO and PDO as well as the effectiveness of these interventions.

1.5 UTILIZATION APPROACHES

This Regional Guide presents options and guidance for PAO trainers that would enable them to better customize the orientation to different groups of beneficiaries. A point to be noted is that although the modules are expected to remain consistent, the sub-topics may change as per the context, the target audience and the adopted delivery mechanism.

As the PAO modules are based on multiple stakeholder consultations in select ADD CODs as specified in the "Background Report On Post-Arrival Orientation in Abu Dhabi Dialogue Countries", the content and delivery mechanisms described in this Regional Guide may not necessarily be appropriately applied outside of these ADD CODs.



It is recommended to consider skill-sets, industry and different learning needs of TCWs when tailoring PAO, in order to enhance information retention.

1.6 TOPICS COVERED BY THE GUIDE

PAO Modules

1. Laws, Regulations and Process of Immigration and Labour in the COD
2. Workplace Policy and Duties of TCWs
3. Rights of TCWs in the COD
4. Living and Adapting in the COD
5. Safeguarding Health and Safety
6. Financial Management
7. Avenues of Assistance in the COD

Table 1: Recommended PAO contents for TCWs in ADD CODs.
Source: CIOP consultations, 2019

1.7 PAO DELIVERY MECHANISMS

- **Lecture and Discussions**

The trainer should not only explain the content but also elicit responses from TCWs. The session should be interactive and TCWs need to feel at ease to ask questions or to begin a discussion with their peers.

- **Case Studies**

This involves providing TCWs with real or imaginary scenarios where their knowledge can be assessed through their responses to questions or their performance in a role-play exercise. Case studies are helpful in generating interest and in helping TCWs apply the information learned to real life situations.

- **Group Exercises**

Group exercises enable beneficiaries to remain attentive and animated. They boost collaboration with fellow participants and help TCWs with lower educational level to better grasp the content.

- **Multimedia Tools**

The use of audio-visual aids and other resource material is highly recommended as it supplements and reinforces key PAO messages to TCWs.

- **Technology and Social Media**

The use of technology should be seen as an important tool in teaching. However Programme Owners and trainers would need to make additional considerations. These include technological-literacy of beneficiaries, availability of facilities, resources and equipment, as well as the digital infrastructure available at TCW's living quarters.

Technology can be used for long-term or recurrent engagement with TCWs, such as, accessing public utilities and community-based services, managing finances and banking services, scheduling health appointments or filing complaints on relevant websites. However, it is crucial to understand that technology should not be used to replace primary teaching methods but instead 'blended' learning methods must be used since they would utilize and reinforce both in-person and digital learning.

1.8 PAO ASSESSMENT TECHNIQUES

- **Mini-Assessment Sheets**

During the last few minutes of a PAO session, beneficiaries can be asked to briefly mention the most important thing they learned during the session and what they understood the least. This could then be reviewed by the PAO trainer prior to the next session. They may also be asked to summarize knowledge learned in a few sentences.

- **Envelope Notes**

Beneficiaries will be asked to pass around a large envelope with a question about the topic being studied. Each person writes a short answer, drops it in the envelope and then passes it to next person. In case of literacy or educational issues, they may seek the help of a volunteer to respond to their concerns.

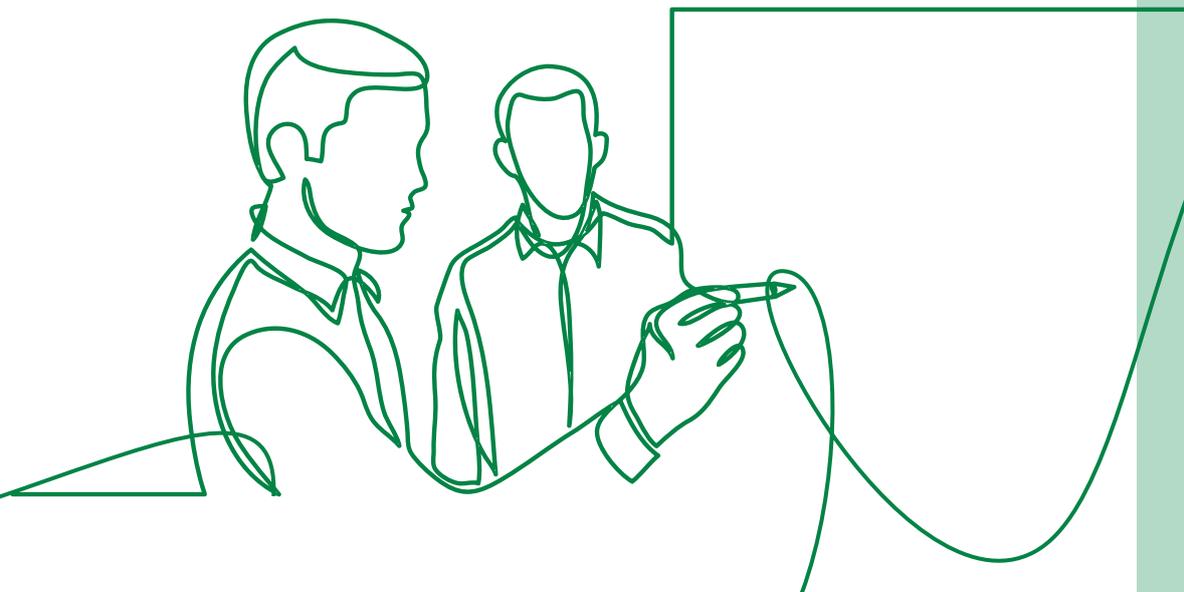
- **Case Studies and Role Play Exercises**

Case studies may be given to TCWs with questions emphasizing the actions to be taken or the information to be given during the study.

- **Common Testing Methods**

Trainers can use various methods to test the understanding and knowledge retention of the beneficiaries, such as multiple-choice questions, short answer questions, group quizzes, picture tests, online assessments among others.

To be able to evaluate the impact PAO is having on beneficiaries, trainers should conduct an assessment during the sessions. This is useful to be able to understand learning patterns and identify areas that were more challenging.





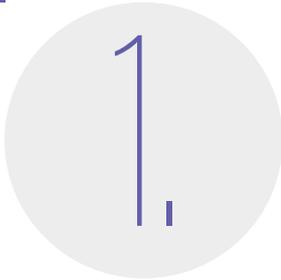
2. PAO MODULES

The recommended PAO modules aim to address the information needs of TCWs to support a further understanding of the differences in labour policies, culture, values, socio-economic conditions and labour migration procedures among ADD member states.

MODULES DESCRIPTION

- 1. Laws, Regulations and Processes of Immigration and Labour in the COD**
Local immigration policies, labour regulations and criminal laws in the COD; programmes, websites and mobile apps developed for TCWs; visa and documentation; prevention of fraud and scams.
- 2. Workplace Policy and Duties of TCWs**
Introduction to the workplace and living quarters, discussion on relevant rules at the place of employment and residence; introduction to job duties, use of equipment, machinery and/or technology in the workplace; improvement of skills and other soft skills; Occupational Safety and Health Guidelines (OSHG); introduction to behaviour and code of conduct.
- 3. Rights of TCWs in the COD**
Standard Employment Contract (SEC); rights at the place of work and residence; access to healthcare; remedial assistance in labour and welfare cases; awareness against human trafficking, illegal recruitment and forced labour.
- 4. Living and Adapting in the COD**
Map of the general area where TCW will be based; information and location of pharmacies, department stores and grocers; details about mobiles, internet cafes and broadband connectivity; remittance centres and foreign exchange outlets; travelling within and around CODs along with information on public transport and other assistance services.

Languages spoken; religion and places of worship; culture and traditions; social practices; implications of culture on the living and working environment; simple phrases in the local language (to be emphasized for DWs).
- 5. Safeguarding Health and Safety**
Health risks and hazards; preventive healthcare, basic hygiene and first aid; sexual health; medical insurance (if available) as well a spotlight on clinics, health centres, hospitals and medical agencies.
- 6. Financial Management**
Modes of remittance and rules guiding this process; opening and maintaining bank accounts, online services and digital banking; budgeting of income; savings and investments; prevention of fraud and scams.
- 7. Avenues of Assistance in the COD**
Identify the first POCs for TCW in distress situations; role of COOs diplomatic missions and community organizations; assistance services offered; dispute resolutions and legal redressal mechanisms; contact information on important organizations.



Module 1 | Laws, Regulations and Processes of Immigration and Labour in the COD

TCWs would significantly benefit from understanding relevant national laws and know what their employer expects of them. Many TCWs are largely unaware of the prevailing legislations governing the COD, and may need additional guidance on where to get further information regarding their prospective job, immigration procedures, as well as regulations that they and their employers must abide by.

TCWs must grasp the importance of safekeeping their documentation, and understand the consequences of misplaced or lost documents in case of legal disputes. Information about services offered by the departments of labour, police and immigration relating to visa renewal, contract registration and work permit renewal is also deemed crucial. Furthermore, TCWs need to be further educated on their legal rights and understand any redressal facilities available at their disposal.

This module includes information regarding local immigration and labour issues. It also looks at laws in the COD, as well as rules and regulations related to visa and documentation. Beneficiaries will also be directed to dedicated websites and mobile apps that have been specially developed and designed for TCWs. The module will also put the spotlight on fraud, scam prevention and information on what TCWs should do in a situation where they have broken the law.

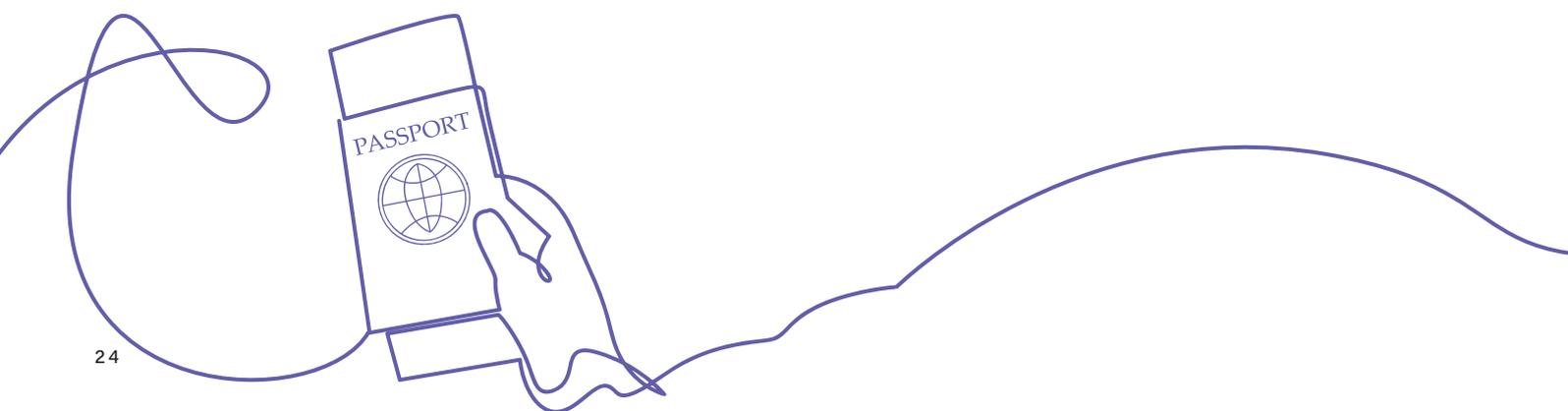
<p>Module Description</p>	<p>This module discusses laws, policies, rules and regulations regarding labour and immigration in the COD. It highlights platforms such as websites, programmes and mobile apps that are designed for employers and workers in explaining labour-related processes as well as procedures relating to contracts, visa and work permit.</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Complete a legal review of relevant laws and regulations at local and national levels ▪ Understand employment rights, basic labour rights and immigration laws ▪ Be aware of exceptions and consequences to the law such as conditions for arrest or imprisonment and return or repatriation ▪ Possess knowledge on programmes, mobile apps and websites developed for TCWs and employers
<p>Duration</p>	<p>5 to 6 hours</p>
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Case studies ▪ Audio-visual presentations by trainers/facilitators ▪ Mini-assessment sheets

Essential Takeaway Messages

- TCWs must be aware of the legal environment that prevail in the respective COD
- Employment contracts are legally binding and both employee and employer are expected to follow their provisions
- Immigration and labour practices are strongly connected, and workers must ensure that they, as well as their employers, have followed the correct labour procedures
- It is important to have the right information about the consequences relating to illegal or prohibited activities at the workplace (related to the labour law) and in public accommodation (civil law)
- Proper safekeeping of official documentation is crucial, particularly passports, visas and work permits
- TCWs should know how to access different grievance redressal mechanisms and processes in the COD, relating to their employment



SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Labour Laws in the COD	<ul style="list-style-type: none"> Labour system: Employer-Employee relations, its stipulations and processes Work permits: features, types and regulations of obtaining, renewing or changing the permit Wages: rules and procedures of wage payment, actions to be taken in case of discrepancies Employment contract: expected stipulations in the contract, keywords, exceptions by law or by practice, actions to be taken in case of discrepancies Labour grievance system: legal restrictions and their ramifications 	<ul style="list-style-type: none"> Lecture and discussion Audio-visual presentations to show systems, websites and samples of contract, work permit, and so on Mini-assessment sheets at the end of each session 	<ul style="list-style-type: none"> Booklet on all relevant laws pertaining to labour in simplified language Samples of visa, employment contract, work permit and other forms of official documentation. These should have clear markings around key points for TCWs to take note of
Immigration: Entry and Exit in the COD	<ul style="list-style-type: none"> Laws of immigration for TCWs Visa categories: types and details of each visa category, pre-requisites, matching of visa category, work permit and employment contract, visa categories applicable to women TCWs and DWs Prohibited immigration practices and irregular status: entry without valid permit, entry on wrong visa category, overstay after expiration of permit, runaways and irregular TCWs 	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Video presentation on visa application process, employment contracts and work permits Involvement of key resource persons and relevant material

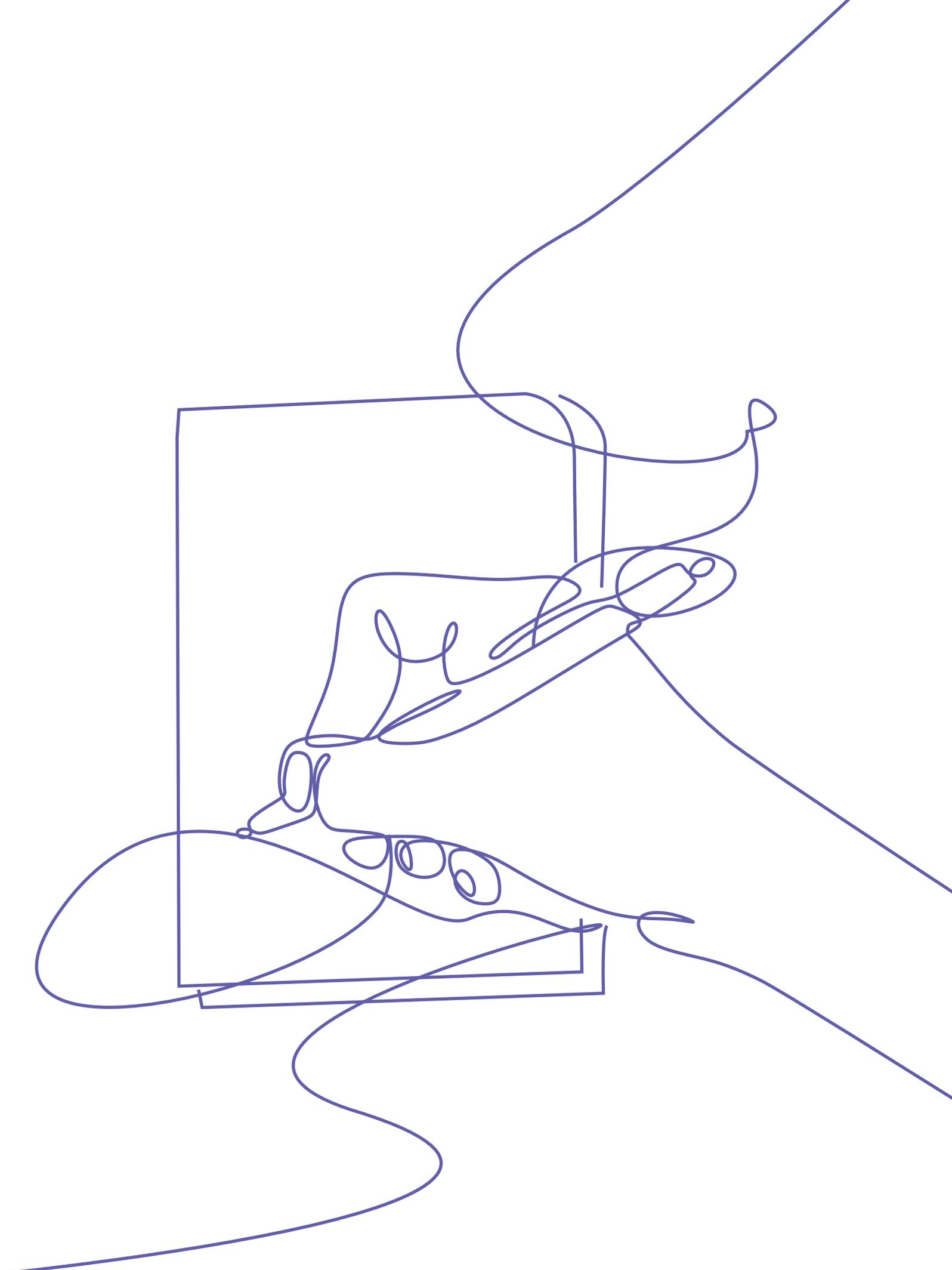


Labour-Related Documentation	<ul style="list-style-type: none"> ▪ Role of documentations: visa, passport, contract, work permit, medical card and so on ▪ Safekeeping: residence/ work permit (Iqama), civil status and storage of personal/official documentations ▪ Actions to be taken in case of missing and/or damaged documentations 	<ul style="list-style-type: none"> ▪ Lecture and discussion 	<ul style="list-style-type: none"> ▪ Samples of the different documentation that would need to be kept secure
Criminal Law in the COD	<ul style="list-style-type: none"> ▪ Criminal and civil laws related to work and stay for TCWs and employers ▪ Prohibited activities that could affect social values/ norms and are against Shariah law and civil code as well as consequent penalties ▪ Regulations and procedures of arrest, detention and repatriation 	<ul style="list-style-type: none"> ▪ Lecture and discussion 	
Programmes and Services Offered for TCWs and Employers by the COD Government	<ul style="list-style-type: none"> ▪ Services: visa renewal, contract registration and application for insurance available to employers ▪ Emergency/crisis response ▪ Services and programmes: labour disputes, work permit renewal and wage protection ▪ Prevention and protection: fraudulent practices/scams regarding contract, visa and sponsorship/ work permit 	<ul style="list-style-type: none"> ▪ Audio-visual presentations on using programmes and services ▪ Case studies 	<ul style="list-style-type: none"> ▪ Samples of application forms and receipts

Review	<ul style="list-style-type: none"> ▪ Case studies depicting the courses of action for beneficiaries to choose the most appropriate method when facing a certain scenario ▪ Common test methods (question and answer session, oral/written tests based on literacy and educational level, and group quizzes) 		<ul style="list-style-type: none"> ▪ Mini-assessment sheets
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NOTES:

- This module is mandatory for all TCWs. Delivery methods must be adapted based on their literacy and educational levels so that information is effectively retained.
- This module could also be time-consuming and in-depth for some participants to understand. Assessments would need to be consistent after each topic.
- The nature of this module requires the involvement of resource persons such as legal consultants and COD government authorities. Examples include police and immigration authorities and other stakeholders such as labour attaches from COOs' diplomatic missions.
- Prior to beginning this module, the trainer should conduct an informal pre-assessment of what TCWs already know, and whether or not they completed a PDO programme before departure. This pre-assessment is crucial to reporting and providing inputs on TCWs' knowledge and background to the COO at the governmental level.
- Suggested material for TCWs to take with them, apart from the training kit, may include pamphlets published by the respective COD governments, diplomatic missions and local NGOs/Service Providers (SP). However, the content of the pamphlets in terms of depth and language would need to be reviewed prior to the programme.
- For references please see page 92.





Module 2 | Workplace Policy and Duties of TCWs

As TCWs migrate for purposes of employment, it is crucial that they are well-grounded in understanding the workplace and are able to navigate professional situations. TCWs must become familiar with their professional setting and networks, including company accommodation and the rules and regulations that determine the parameters of their working and living conditions as decided by the employer. By understanding their employers' expectations, TCWs are more likely to adapt quickly to the new environment and perform as per their employers' expectations.

For unskilled TCWs who are unfamiliar with the tools and techniques of their workplace, they could benefit from on-the-job training with a 'buddy' or mentor who can help them grasp the requirements of their work. Furthermore, additional training on improving their soft skills would support their professional development as well.

This module includes information on the organization they would be working for, company accommodation, rules at the workplace and residence, introduction to job duties, proper use of machinery, tools, equipment and technology, importance of improving their skills/soft skills and OSHG. Primarily, the module would typically aim to achieve the following:

- Improvements in product, process and service quality
- Better workplace morale
- Improved recruitment and retention
- A more favourable image and reputation (among customers, suppliers and the community). (BSR, 2010)

Module Description	This module includes information on the workplace, job duties, code of conduct, accommodation, management policy, and general expectations. It is one of the key components of the PAO programme and requires intense engagement on the part of TCWs.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Understand their roles and responsibilities in the workplace ▪ Be aware of how to participate and collaborate in the workplace, and have the means to communicate openly with management ▪ Comprehend how to become self-sufficient in the workplace and accommodation and handle responsibilities on their own ▪ Develop an understanding of how to effectively resolve workplace disputes ▪ Address potential barriers to TCW's participation in PAO
Duration	2 to 3 hours for a few weeks or months as necessary
Methodology	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Demonstration ▪ Group work
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Gaining familiarity with the physical environment and with individuals in the workplace and accommodation would help TCWs in their adjustment period in the COD ▪ Having clarity on management policy and expectations on the TCW is important in being able to navigate the workplace correctly ▪ TCWs would benefit from having an understanding of possible challenges with regard to work responsibilities and opportunities for growth



Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Management Policy and Guidelines (not applicable to DWs)	<ul style="list-style-type: none"> ▪ Vision, mission and mandate of the company ▪ Management policy and procedure regarding administration, HR policy and evaluation mechanisms ▪ Introduction of management staff and supervisors ▪ Bodies and processes instituted for issues and challenges, involving internal complaint mechanisms, disputes in the workplace, among others 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio-visual presentation ▪ Role-playing, particularly to understand codes of conduct 	<ul style="list-style-type: none"> ▪ PowerPoint presentation ▪ Booklet of module content
Rules at the Workplace or for DWs' at Employer's Home	<ul style="list-style-type: none"> ▪ Introduction to job duties, tasks and activities ▪ Work provisions such as shifts, overtime policy, rest days, hours of work, public holidays, annual leave, sick leave, etc. ▪ Policies and procedures of contract renewal or cancellation ▪ Code of conduct, including do's and don'ts, multicultural environment, punitive consequences in case of committing prohibited acts 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Role-playing, particularly to understand the code of conduct 	<ul style="list-style-type: none"> ▪ PowerPoint presentation
Wages and Benefits	<ul style="list-style-type: none"> ▪ Wage structure and policies related to earnings ▪ Financial benefits such as gratuity, stipends, funds and allowances ▪ Non-wage compensations (if applicable) such as transportation and food 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Role-playing, particularly to understand the code of conduct 	

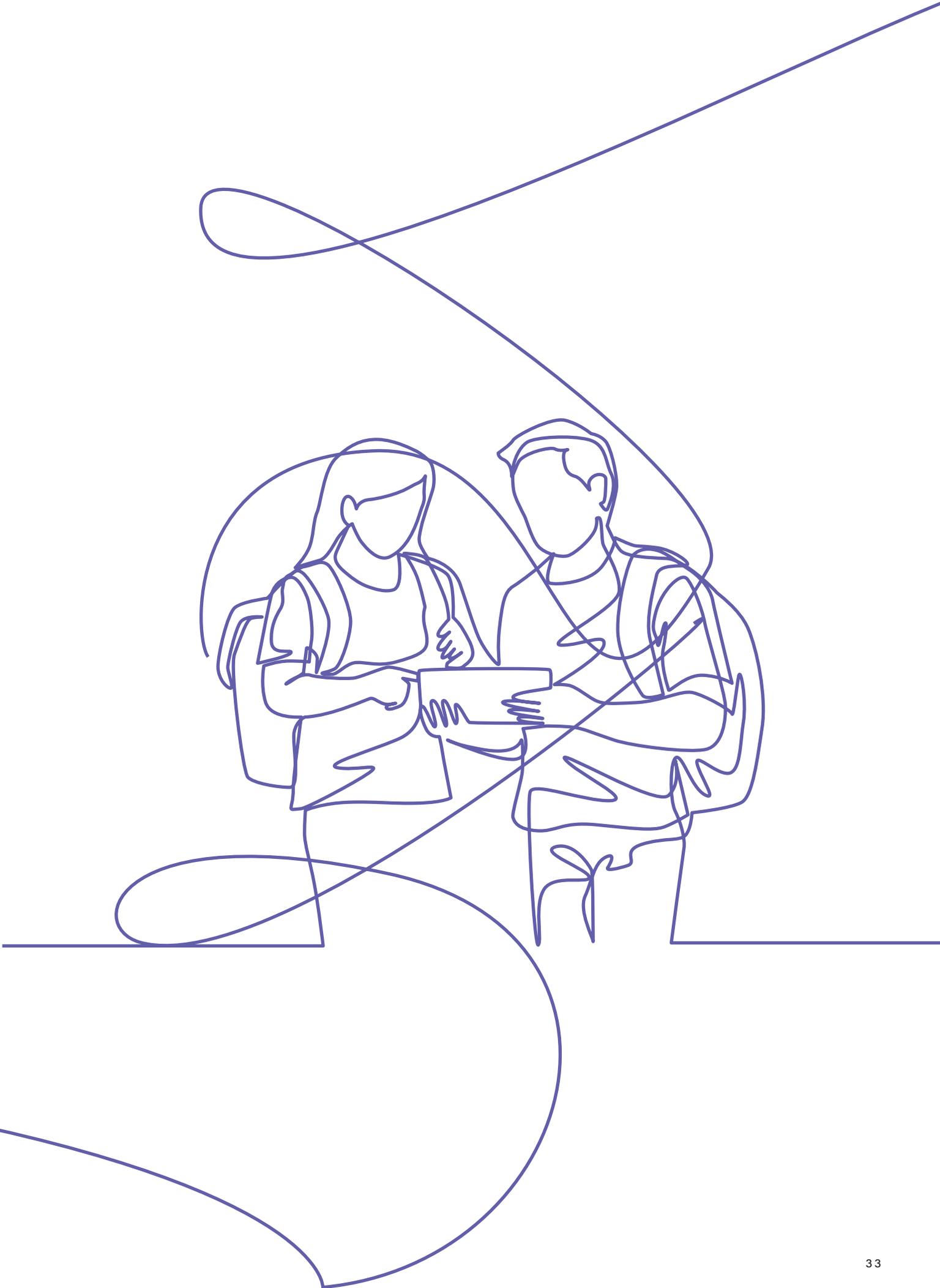
On-the-Job Training	<ul style="list-style-type: none"> ▪ Familiarity with work-related machinery/technology ▪ Performing simple tasks during the training period to slowly acclimatize to workload and responsibilities ▪ Workshops (if required) for specific job-related skills ▪ Communication with management or immediate supervisor 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Group work ▪ Demonstration of activities ▪ Audio-visual presentation 	<ul style="list-style-type: none"> ▪ PowerPoint presentation ▪ Audio-visual presentation ▪ Work tools and machinery ▪ Booklet or orientation/ introductory kit for DWs at the household with necessary information on tasks and duties ▪ Material for DWs would include courses on paediatric care, nursing care, cooking as per cuisine, and the like
Occupational Safety and Health Guidelines (OSHG)	<ul style="list-style-type: none"> ▪ Safety and health administration, policy and procedures, referral to relevant authorities on site ▪ Identifying hazards and mitigating risks ▪ Worksite safety procedures and use of safety equipment ▪ Prevention and control of hazardous situations and actions to be taken in case of emergencies/crisis 		



Accommodation Provided by the Employer	<ul style="list-style-type: none"> ▪ Familiarity with facilities ▪ Rules and codes of conduct at accommodation, which include do's and dont's, joint responsibility for cleanliness and proper functioning of amenities ▪ Procedures to be taken in case of complaints, resolving issues and/or disputes 		
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NOTES:

- This module is mandatory for all TCWs. Delivery methods must be adapted based on their literacy and educational levels so that information is effectively retained.
- This module could also be time-consuming and in-depth for some participants to understand. Hence, the assessment would also need to be consistent after each topic.
- The delivery of this module may be conducted either between the worksite and TCWs' living quarters, or between the worksite and the location where the PAO programme will be conducted. General information relating to work and accommodation may be provided to TCWs under the supervision of TCWs' employers. Content related to job skills may be done at the worksite by HR personnel under the supervision of a PAO representative.
- For DWs, the content of the module is recommended to be customized wherein they would be trained based on their existing skills and duties. It may also include paediatric first aid, improving their household practices, early-childhood development and senior care.
- TCWs may be provided with a 'buddy' or mentor (of their nationality or of a similar job) in the workplace and accommodation during their initial week of employment.
- Assessment would primarily involve on-site labour and migration related procedures as performed by HR personnel.
- For references please see page 92.





Module 3 | Rights of TCWs in the COD

The rights of TCWs in the COD requires a specific focus as it is a crucial dimension for TCWs to understand, in order to ensure a positive labour migration experience. TCWs need to understand expectations of their rights and responsibilities, as well as some of the common challenges that may arise as a result of failing to meet those expectations.

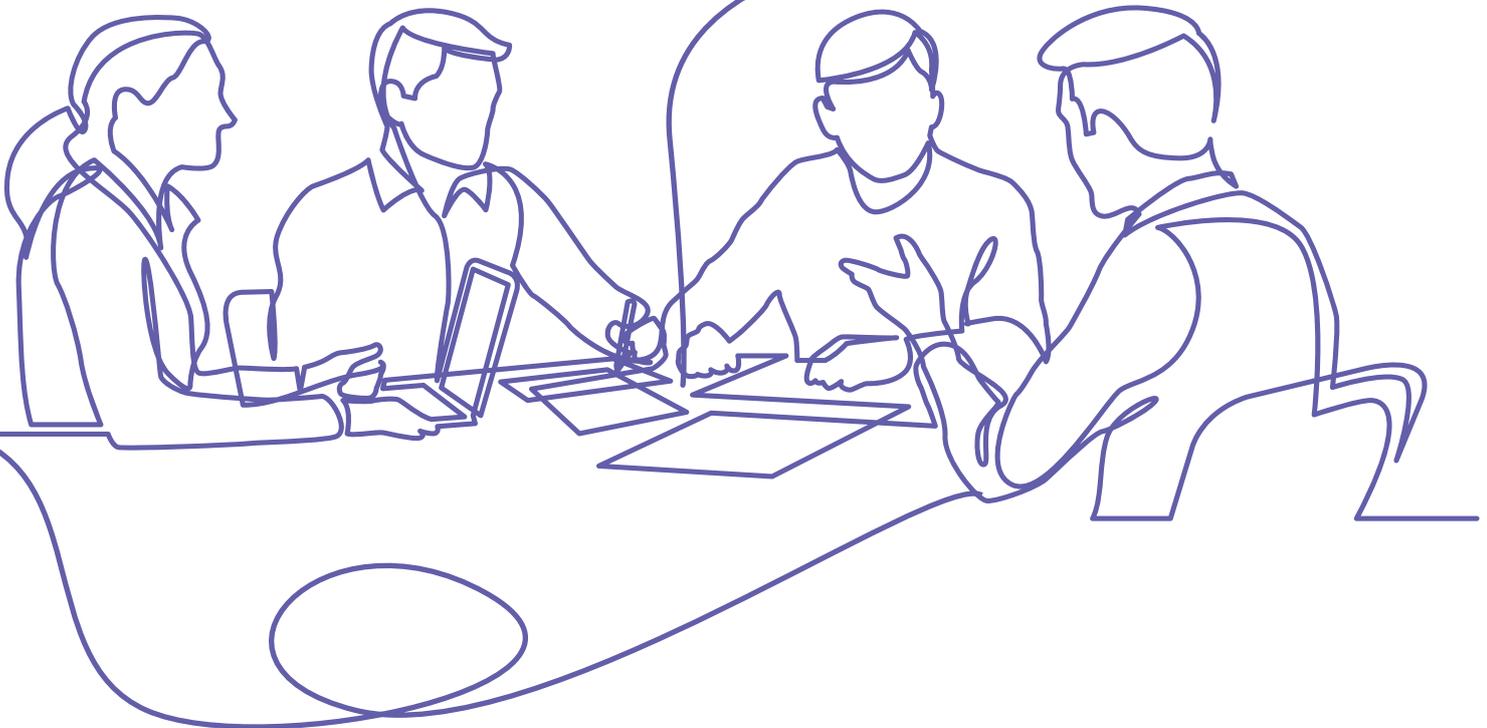
This module is designed to raise awareness among TCWs on related areas of civil and human rights, including on their SEC, their rights in the workplace and accommodation as well as access to healthcare and assistance, to name a few.

They are also made aware of the importance of being able to actively identify, prevent and protect themselves against human trafficking and forced labour in the COD. Repetition of any information from other modules serves as reinforcement and reminder of the mentioned topic.

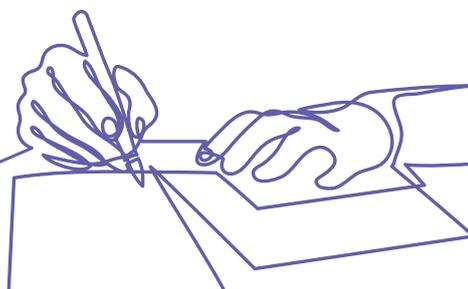
<p>Module Description</p>	<p>This module summarizes the rights of TCWs and ensures an understanding of their contract, their living and working conditions and finally, being aware of what constitutes human trafficking and forced labour. Beneficiaries will be made aware of dispute resolution mechanisms and policy/procedures regarding workplace harassment, discrimination and resignation/termination. The module also discusses the gender dimension of migration and how women TCWs could be affected.</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Provide an overview of their rights pertaining to their workplace, accommodation and in public ▪ Be able to explain terms and conditions of their contract ▪ Have clarity and healthy expectations of their accommodation and workplace ▪ Gain awareness against human trafficking and forced labour ▪ Retain information on rules and precautionary measures in situations of distress ▪ Understand industry-specific weaknesses and challenges
<p>Duration</p>	<p>4 to 5 hours</p>
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Case studies ▪ Audio-visual presentation ▪ Role-playing exercises

Essential Takeaway Messages

- TCWs must have a comprehensive understanding of their rights in the COD
- Having full clarity on the provisions and clauses of the employment contract will support TCWs navigate their employment with ease
- Recognizing the potential violations that could take place in the workplace and how to prevent, identify and tackle these issues are essential
- TCWs need to be able to recognize signs of human trafficking and forced labour, and know how to access redressal mechanisms
- DWs need to understand their rights in the workplace and in public



SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Rights of TCWs	<ul style="list-style-type: none"> TCWs' rights at the workplace, accommodation and in the COD, including right to rest time, access to health and justice, right to accommodation, etc. Living and workplace standards as prescribed by the COD government, such as standards regarding facilities, food, transport, etc. Policies and procedures to be undertaken by TCW and employer related to: <ul style="list-style-type: none"> - Discrimination - Resignation/ termination, - Repatriation/ return - Harassment, abuse, and discipline 	<ul style="list-style-type: none"> Lecture and discussion Audio-visual presentation on the rights of TCWs Distribution of samples of SEC 	<ul style="list-style-type: none"> Booklet on rights of TCW and relevant policies and procedures Video presentation on living and working standards prescribed by the COD Government Sample of SEC with markings of important clauses for TCWs to note
Standard Employment Contract (SEC)	<ul style="list-style-type: none"> Clauses and provisions of the employment contract, including key words, such as conditions of leave, pay, benefits etc. Rights and responsibilities of TCWs and the employer Importance of evidence when it comes to grievances Authorities involved in the employment contract Language used and understanding the contract Keywords to look for such as conditions of leave, pay, benefit, probationary period and understanding the contract Language used and understanding the contract 	<ul style="list-style-type: none"> Lecture and discussion Audio-visual presentation on the rights of TCWs Distribution of samples of SEC 	<ul style="list-style-type: none"> Booklet on rights of TCW and relevant policies and procedures Video presentation on living and working standards prescribed by the COD government Sample of SEC with markings of important clauses for TCWs to note



Possible Violations against the TCW	<ul style="list-style-type: none"> ▪ Information on possibilities of forced labour situations, such as restriction to mobility, non-compensation, debt-bondage, etc. ▪ Overworking and delayed payments of wages and other entitlements ▪ Passport withholding ▪ Identifying and preventing discrimination and harassment, etc. 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio-visual presentation ▪ Case studies ▪ Group work, which could focus on possible violations 	<ul style="list-style-type: none"> ▪ PowerPoint presentation ▪ Case studies to be used as assessment ▪ Guide to be provided after the programme on how to file a case or report in case of violations ▪ Involvement of key resource persons as a guest speaker
Human Trafficking	<ul style="list-style-type: none"> ▪ Understanding human trafficking, including definition, types of exploitation, consequences and penalties ▪ Identifying and preventing human trafficking ▪ Legal remedies available in COD for victims of trafficking 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio-visual presentation ▪ Group work, which could focus on understanding signs of human trafficking 	<ul style="list-style-type: none"> ▪ Any helpful reference material to be distributed after the session
Gender Dimension of Migration	<ul style="list-style-type: none"> ▪ Specific rights of women workers and DWs under national law of the COD ▪ Common issues relating to rights of women TCWs and DWs ▪ Legal remedies to problems encountered by DWs ▪ Rights to maternity leave and reproductive health for women TCWs and DWs 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Group work ▪ Quiz or plenary discussion of experiences, opinions or questions 	<ul style="list-style-type: none"> ▪ Case studies ▪ Video presentation, to then be shared after the session

Review and Assessment	<ul style="list-style-type: none"> ▪ Role-playing (scenarios provided to groups to act out) ▪ Common testing methods (such as question and answer assessment sheets and multiple-choice questions administered orally or in written form) ▪ Case studies 		<ul style="list-style-type: none"> ▪ Pre-designed mini-assessment sheets ▪ Simulation exercises ▪ News articles
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NOTES:

- This module is mandatory for all TCWs. Delivery methods must be adapted based on their literacy and educational levels so that information is effectively retained, unless specified delivery methods pertain to all topics of the session as indicated.
- This module would also be time-consuming and in-depth for some participants to understand. Assessment after every session may be strenuous for the beneficiaries. Hence, a larger exercise of review and assessment is added at the end of the module.
- The trainer may alter the module contents and specifications depending on the audience of the session, such as DWs under different employers/sponsors, unskilled workers and semi-skilled workers from a private establishment.
- The module may require involvement of guest speakers on particular topics including local NGOs or SPs working on human rights issues, legal redressal, community or social welfare. This may also involve experienced TCWs or community/expatriate organizations taking up a secondary role. These speakers may distribute any awareness and instructional material, such as booklets and leaflets during the session.
- For gender-sensitive topics, women trainers and/or experienced women TCWs may be used, if sessions are not gender-segregated, to conduct the sessions.
- For references please see page 92.





Module 4 | Living and Adapting in the COD

Life in the COD for a newly arrived TCW can be exciting, yet challenging, particularly in the process of learning to adapt to the norms and practices of a new country. Typically, the socio-cultural conditions that TCWs arrive from are very different from those in the COD. If the TCW is negatively affected while trying to adjust in the COD, it may affect their overall well-being, performance at work, and capacity to maintain healthy relationships with their peers.

Learning Arabic, as well as English, has been noted as a barrier to the process of adjustment since TCWs have different native languages. Furthermore, understanding cultural differences from this initial stage in the COD is important in preventing any conflicts with colleagues and others, as a result of cultural misunderstandings, including communication styles, traditions and culture.

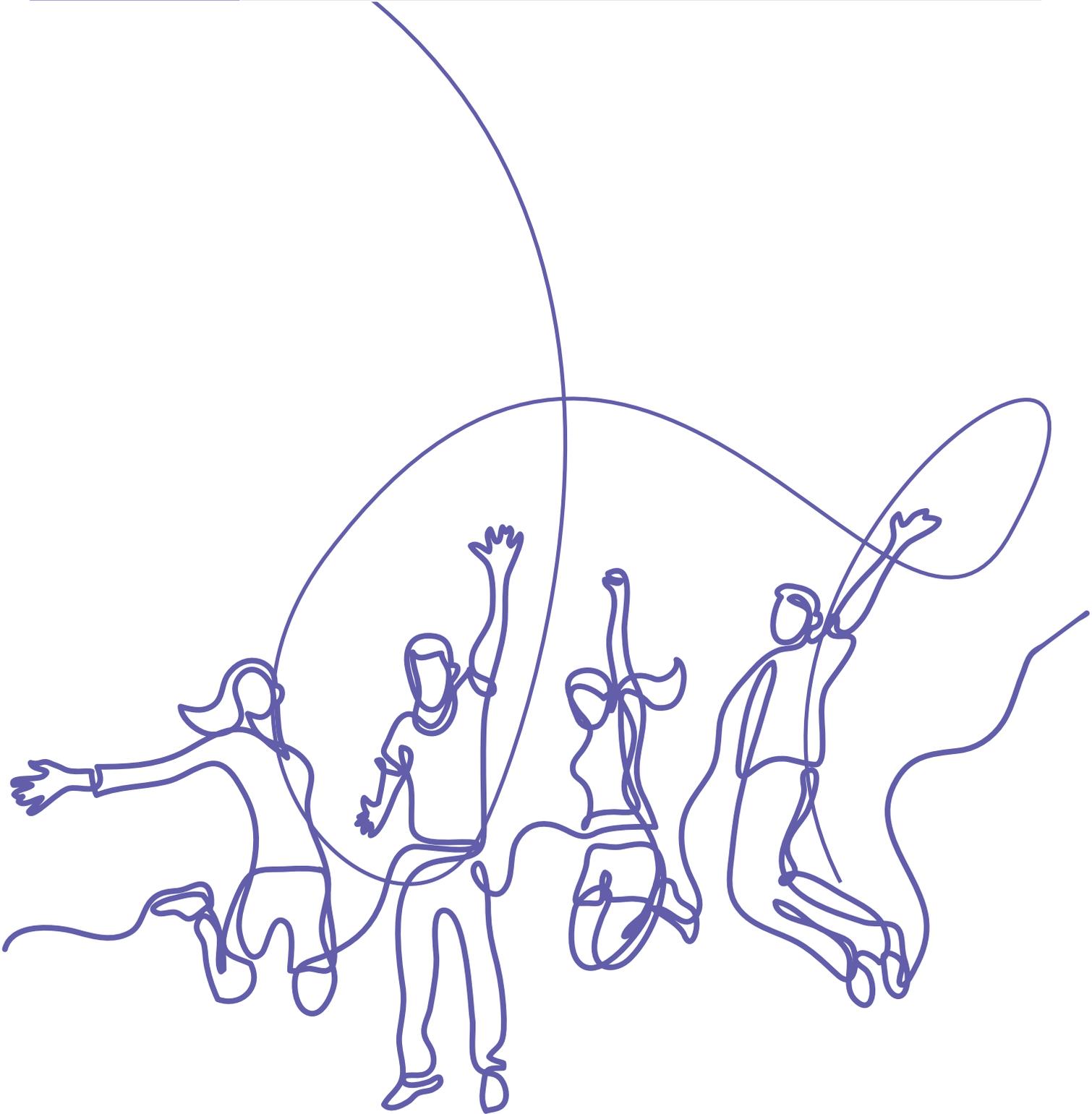
This module raises awareness on local social practices, basic language considerations, as well as cultural and religious dimensions. It also provides practical tips and support for day-to-day affairs, including the information and locations for necessary utilities, travel modalities within the COD as well as how to access public assistance services.

<p>Module Description</p>	<p>This module aims to discuss socio-cultural practices and norms relevant to the COD, and how this is manifested in behaviour in both the workplace and community. It presents an overview of the culture, with respect to customs and norms which can be expected to be understood and appreciated by TCWs. It discusses work culture observed and how cultural behaviours may affect workers' productivity and safety. Common labour and welfare challenges arising from cultural differences and behaviour are also discussed. It also provides a descriptive account of day-to-day lifestyle. Public services, available technologies and tips on basic words and phrases are also integrated in the module.³</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Describe the behaviours expected of them in the COD and their expectation of the employers'/co-workers' values, norms and behaviour ▪ Familiarize themselves with socio-cultural norms and the day-to-day life of the COD, including available public facilities, technologies and services ▪ Be able to use basic language phrases and words ▪ Be motivated to find out more about the COD and get an understanding of what to expect in the COD ▪ Explain how to effectively manage cross-cultural interactions
<p>Duration</p>	<p>2 to 4 hours</p> <ul style="list-style-type: none"> ▪ Language classes may be ongoing sessions for 2 to 3 weeks
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ As a training technique, participatory activities, such as role playing exercises and Q&A sessions with the trainer and human resources personnel are recommended ▪ Providing information cards with visual aids may also be useful

3. Confesor, N., & Licuanan, V. (2016). Regional Guide for PDO and the PDO Management System : Working Paper. IOM.

Essential Takeaway Messages

- Public facilities, services and useful technologies are key assets to TCWs in their period of adjustment
- Deeper understanding of how culture can impact behaviour, norms and customs, and understanding how this can support TCWs
- Accurate information and developing healthy expectations can help manage culture shock
- Understanding conflict resolution and how to adjust to such situations in the workplace is crucial



Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Where, What and How: Getting Around the COD	<ul style="list-style-type: none"> Locations of utilities such as pharmacies, markets, remittance centres, post offices, internet cafés and department stores Travel and commuting, including transport systems, public assistance services, bill payments General information about COD*, like weather and currency Cost of living*, including food and clothing 	<ul style="list-style-type: none"> Lecture and discussion Audio-visual presentation 	<ul style="list-style-type: none"> General area/country map
Cultural Awareness	<ul style="list-style-type: none"> Understanding customs, traditions, culture and religion Social norms and family values, including etiquette, clothing, public modesty, communication with opposite gender 	<ul style="list-style-type: none"> Lecture and discussion Role-playing exercises and/or simulation exercises (for assessment) Envelope notes (for assessment) 	
Language	<ul style="list-style-type: none"> Basic greetings and etiquette Phrases in English and Arabic for work and daily life 	<ul style="list-style-type: none"> Lecture and discussion Role-playing exercises Group quizzes 	<ul style="list-style-type: none"> Resource speaker, preferably a language teacher with intermediate level textbooks and worksheets for assessment)

Communication	<ul style="list-style-type: none"> ▪ Methods of improving communication with co-workers and employers ▪ Respecting differences in the COD ▪ Preventing isolation and conflict in both workplace and accommodation ▪ Peer-to-peer support 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Role-playing exercises and/or simulation exercises (for assessment) ▪ Group activities 	<ul style="list-style-type: none"> ▪ Games or activities to promote teamwork
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NOTES:

- This module includes both recommended, mandatory and optional topics. Optional topics have been marked with an asterisk (*). This is designed to provide more options for Programme Owners so as to ensure relevance to different national contexts.
- This module may require involvement of resource persons, such as experienced TCWs or language teachers.
- Assessment methods may require oral and written tests as part of language training.
- For references please see page 92.





Module 5 | Safeguarding Health and Safety

Prioritizing health and safety are fundamental for TCWs during their time overseas. A number of health problems can arise, due to climatic conditions in the Gulf region and, in some cases, the nature of employment.

When suffering from an ailment, TCWs may be unaware of the right procedure for enrolling themselves at healthcare centres, as well as unfamiliarity with the COD's healthcare system. Many are often reliant on their employer to provide them with this access.

Access to healthcare for more vulnerable groups of TCWs, such as DWs or geographically isolated workers, is also crucial to consider, as their mobility might be restricted. Most of the occupational hazards TCWs face are specific to the home environment and are usually related to care services.⁴

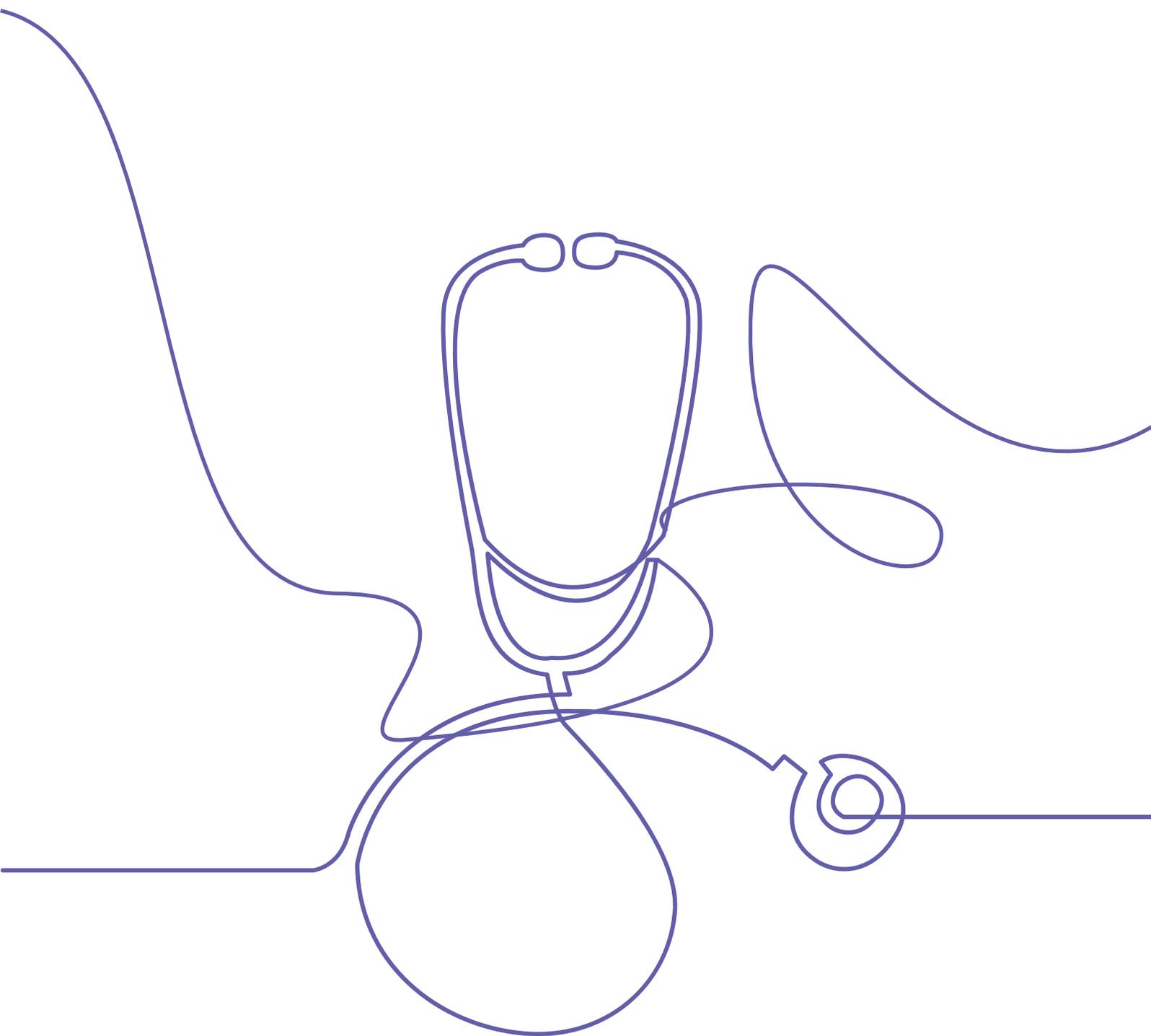
This module includes information on health risks/hazards, preventive healthcare, mental health, basic hygiene, first aid, sexual health, medical insurance (if available), healthcare centres and medical agencies.

<p>Module Description</p>	<p>This module provides beneficiaries with an understanding of self-care and an awareness of healthy practices and health service delivery in the context of working abroad. It also sheds light on sickness detection and prevention. It further highlights potential prevalent diseases encountered by TCWs abroad and possible remedial actions to be taken.</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Recognize potential health hazards, threats and risks while in transit as well as in the COD ▪ Identify different institutional and outpatient health care, and available management services in COD ▪ Demonstrate readiness to encounter hazardous situations to one's health
<p>Duration</p>	<p>3 to 4 hours</p>
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ Short teaching cases ▪ Lecture and discussion ▪ Simulation exercises

4. Information available at: https://coresourceexchange.org/wp-content/uploads/2018/09/Effective-Practices_-_Gender-Segregated-CO.pdf

Essential Takeaway Messages

- TCWs must obtain knowledge of medical provisions and facilities available in the COD
- The benefits of maintaining personal hygiene at the workplace and accommodation is a vital component to ensure a healthy migration experience
- Potential health hazards and ways to avoid them must be a priority for TCWs
- Self-sufficiency is important, along with building the capability to identify support mechanism
- Safeguarding mental health in the long run during the labour migration process is a priority



Module Guide

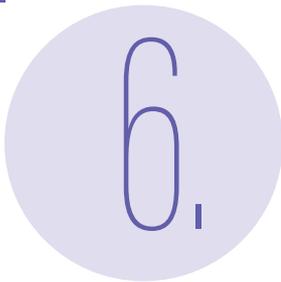
SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Healthcare Policy and Practice	<ul style="list-style-type: none"> Information on pre-employment medical examinations, required medical certificates and health insurance (including coverages, regulations, rights of the employee and employer, actions to take in case of challenges/issues) Healthcare rules and regulation required documents at the clinic/hospital, services for DWs, protocols to be taken in case of accidents and/or emergencies Involvement of police or other authorities in cases of distress Costs of medical services 	<ul style="list-style-type: none"> Lecture and discussion Audio-visual presentation Mini-assessment sheets 	<ul style="list-style-type: none"> Samples of certificates, insurance card, medical forms and receipts
Personal Hygiene and Cleanliness*	<ul style="list-style-type: none"> Identifying risks, potential hazards or threats in handling health-related emergencies at work or home Common ailments, illnesses and diseases faced by TCWs Identifying symptoms Basic first aid, sexual health Maintaining healthy exercise and diet regimen Diseases which can affect employment and productivity 	<ul style="list-style-type: none"> Lecture and discussion Group work for envelope notes (for assessment) Demonstration of first aid by professional 	<ul style="list-style-type: none"> Booklet on hazards/threats and first aid First aid training material to be provided at the training or by the professional speaker
Mental Health	<ul style="list-style-type: none"> Stress management definition, types and techniques Creating support networks within the COD* Available counselling services in the COD for TCWs* 	<ul style="list-style-type: none"> Group discussion on stress and creating support networks Demonstration of stress management techniques 	<ul style="list-style-type: none"> Pamphlet with contact details of available services

Support Mechanisms for Workers' Well Being, Health Maintenance and Access to Care	<ul style="list-style-type: none"> ▪ Healthcare infrastructure, including in-house medical facilities, provisional medical facilities at workplace ▪ Clinics, medical facilities and hospitals in the community near accommodation ▪ Female healthcare services in the COD for TCWs run by private entities or NGOs ▪ Emergency institutions and contact information 	<ul style="list-style-type: none"> ▪ Provision of pamphlets related to healthcare facilities near the accommodation or workplace of the TCW 	
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NOTES:

- This module has both mandatory and optional topics. Optional topics have been marked with an asterisk (*). This is designed to provide more options for Programme Owners so as to ensure relevance to different national contexts.
- This module may require the involvement of resource persons such as, qualified practitioners or staff from health centres as well as fire and safety personnel. For topics related to women TCWs and DWs (in the case of gender-segregated sessions), resource persons may be female medical staff.
- Any suggested reading or material brought by resource persons should be promoted and disseminated in class to promote better health practices.
- For references please see page 92.





Module 6 | Financial Management

TCWs are responsible for maintaining their finances in the COD. In order to encourage maximum economic potential, this needs to be complemented by sufficient information on financial awareness to strengthen spending and saving habits. TCWs would significantly benefit from a firm grounding in key concepts relating to the effective maintenance of bank accounts, and also, how they can prevent falling into debt traps. TCWs should also develop the know-how in utilizing financial institutions and other national resources available. Taking the right steps in their migration experience will ensure a positive financial future.

This module aims to create awareness on modes and rules of remittances, maintaining bank accounts, budgeting/savings and preventing fraud/scams. This module would also prepare TCWs in making wise financial decisions and supporting them in managing their financial aspirations. This would prove useful in their return to the COO, where many TCWs reap the benefits of their time spent overseas, and see for themselves the return on investments.

<p>Module Description</p>	<p>This module provides a quick guide to cost effective remittance procedures and an overview of how TCWs can manage their earnings and remittance. It draws on the importance of financial literacy in the context of enabling beneficiaries to fulfil their financial goals which serve as a key motivation for working abroad. The module is developed to complement any private sector and/or state banking authorities-led initiative that provides financial orientation in the COD. Savings, investment and wise spending are key themes of this module.</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Identify national methods for successfully remitting their earnings to their families ▪ Link their labour migration goals and aspirations with financial goals ▪ Understand how to effectively manage the flow of remittances for consumption, savings and investment ▪ Prepare an initial budget and savings action plan
<p>Duration</p>	<p>2 to 3 hours</p>
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio-visual presentation

Essential Takeaway Messages

- Understanding laws and regulation related to sending remittances between the COD and COO would help the TCW ensure the transfer is done safely
- TCWs are encouraged to use legal, safe and efficient forms of remittance transfer
- To achieve desired financial objectives, it is important to manage and balance immediate financial needs with future financial aspirations
- Learning to draw up budget plans and savings are essential components to the sustainable financial growth of TCWs
- Remittances are often a form of re-investment in COOs

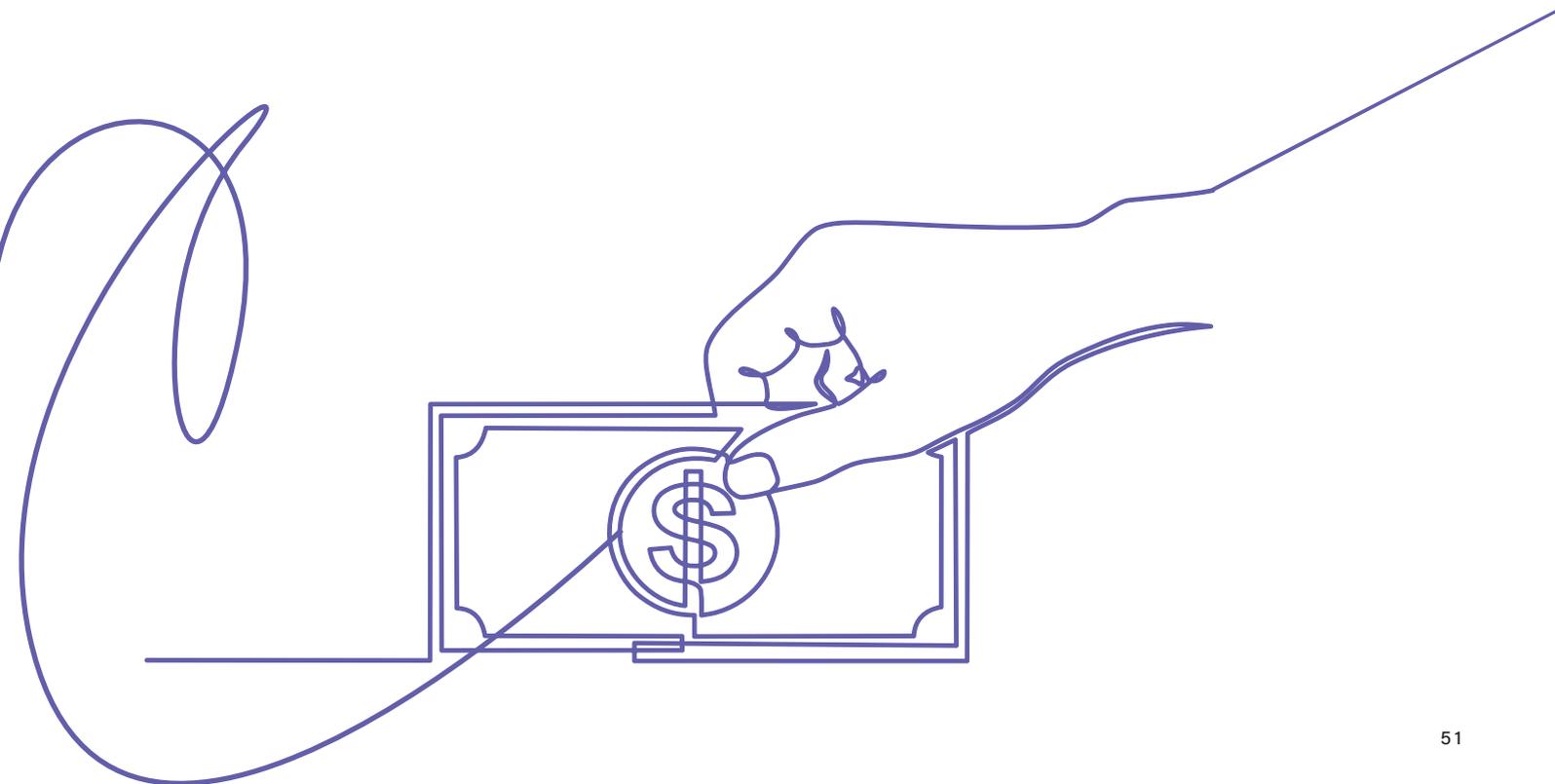


SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Remittances from COD	<ul style="list-style-type: none"> ▪ Laws and regulations at the COD governing remittances, including taxes (if applicable), costs, limits to remittance and required documentation ▪ Mechanisms for legal and safe remittance transfer in CODs and COOs 	<ul style="list-style-type: none"> ▪ Lecture and discussion 	<ul style="list-style-type: none"> ▪ Samples of remittance slips, receipts and required documentation for remittance purposes
Everyday Finances	<ul style="list-style-type: none"> ▪ Cash and debit/credit cards including application (if not provided by employer) and how to use them wisely ▪ Regulations regarding debit or credit cards provided by employers ▪ Banking, focusing on pre-requisites for opening and maintaining an account, services such as online banking 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio presentation of using online banking services ▪ Mini-assessment sheets 	<ul style="list-style-type: none"> ▪ Pamphlet on remittance and banking for TCWs in CODs
Managing Income and Expenses	<ul style="list-style-type: none"> ▪ Financial budgeting – daily, weekly and monthly ▪ Separating current and savings accounts ▪ Saving and investing wisely in the COO* 	<ul style="list-style-type: none"> ▪ Lecture and discussion 	<ul style="list-style-type: none"> ▪ Budget and savings work plan ▪ Involvement of a key resource person from the private sector
Credit and Debt	<ul style="list-style-type: none"> ▪ Credit availability in the COD* ▪ Laws and regulations on credit/loans in the COD* ▪ Preventing debt traps, financial scams and irregular activity 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Audio-visual presentation ▪ Case studies 	<ul style="list-style-type: none"> ▪ Video presentation on preventing scams and irregular activity ▪ Case study on financial scams, irregular activity and consequences of debt traps

Financial Planning and Module Review	<ul style="list-style-type: none"> ▪ Managing financial aspirations in the COD and also upon return to COOs ▪ Investing in own or existing businesses upon return to COOs <ul style="list-style-type: none"> - Link businesses in the COD with businesses in the COO - Using networks in the COD for decentralized cooperation when in COO ▪ Creating a financial work-plan for TCWs' migratory period 	<ul style="list-style-type: none"> ▪ Group discussion ▪ Mini-assessment sheets ▪ Common test methods (questions with multiple choice or open-ended written or oral tests) 	
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NOTES:

- This module has both mandatory and optional topics. Optional topics have been marked with an asterisk (*) This is designed to provide more options for Programme Owners so as to ensure relevance to different national contexts.
- This module may require the involvement of resource persons such as guest speakers from banks or remittance centres. It may also involve individuals from micro-finance institutions or foreign direct investment agencies from the COO.
- Assessment should be conducted as final review session instead of per topic.
- TCWs may be provided with budgeting diary or similar tools to assist their financial planning and decisions in their initial months.
- For references please see page 92.





Module 7 | Avenues of Assistance in the COD

At times, TCWs may require assistance or support during their time in the COD. This module provides a short overview of the various avenues that TCWs can take to access assistance in the case of workplace-related distress.

These avenues include information and contact details of the first POCs for TCWs in distress situations, possible roles of the COD governments, COOs' diplomatic missions, community organizations, humanitarian organizations, services offered, dispute resolution, legal redressal as well as contact information of all divisions and community spaces.

<p>Module Description</p>	<p>This module intends to prepare beneficiaries to respond to and manage distress situations. It provides a discussion on how TCWs can seek assistance and identify relevant distress prevention service programmes in the COO and the COD.</p>
<p>Learning Objectives</p>	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Distinguish between personal distress and external crisis ▪ Recognize the impact of distress and crisis situations ▪ Familiarize themselves with practical tips in seeking assistance during situations of distress, as well as available support mechanisms for grievance redressal <p>Note: These learning objectives can also serve as essential takeaway messages from this module</p>
<p>Duration</p>	<p>1 to 2 hours</p>
<p>Methodology</p>	<p>Case studies (can be animated videos that can be played during the session and discussed)</p> <ul style="list-style-type: none"> -Lecture and discussion -Manuals on identifying and handling situations of external crisis or emergencies and other resource material such as, pamphlets and videos to be provided to beneficiaries

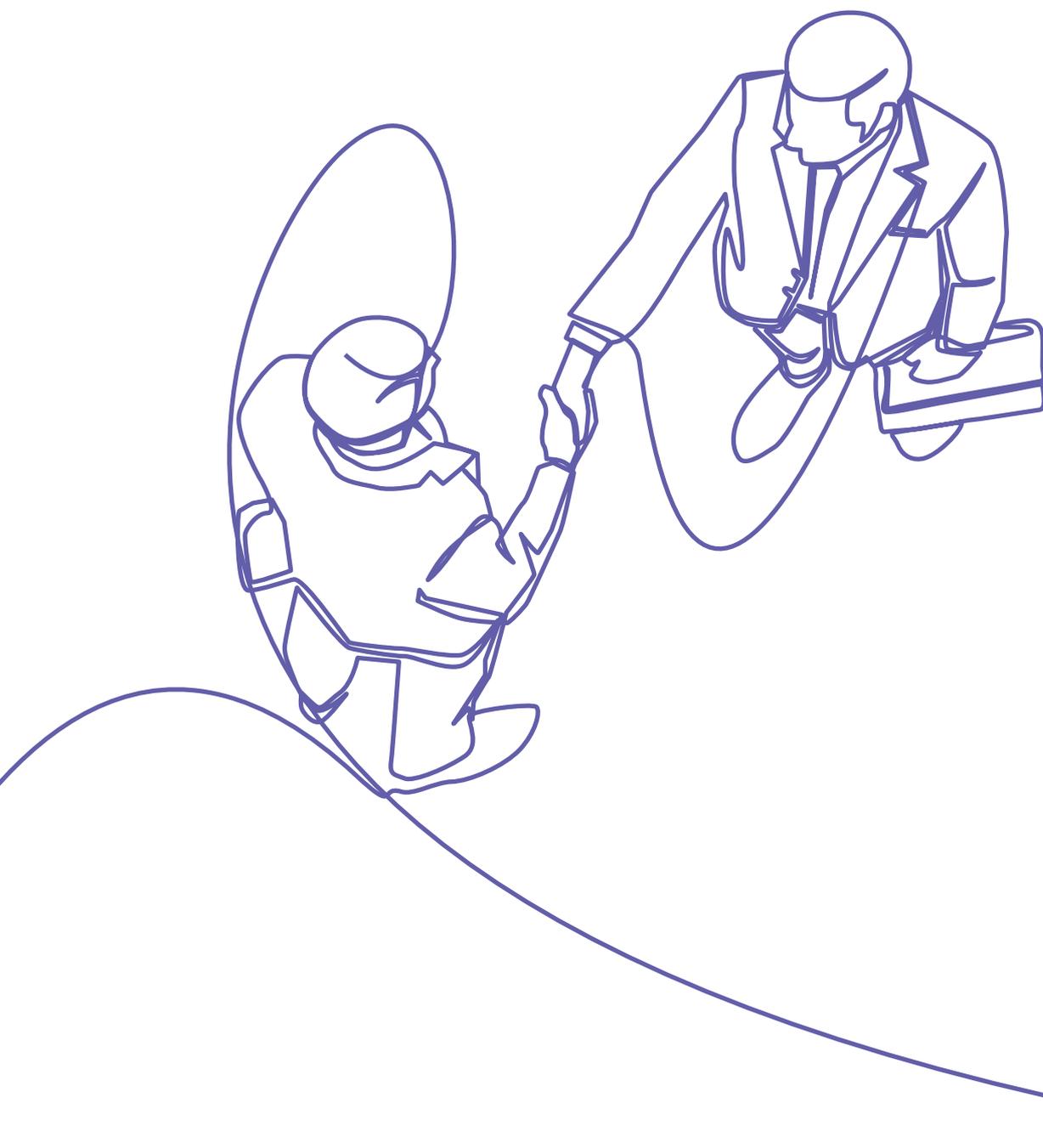


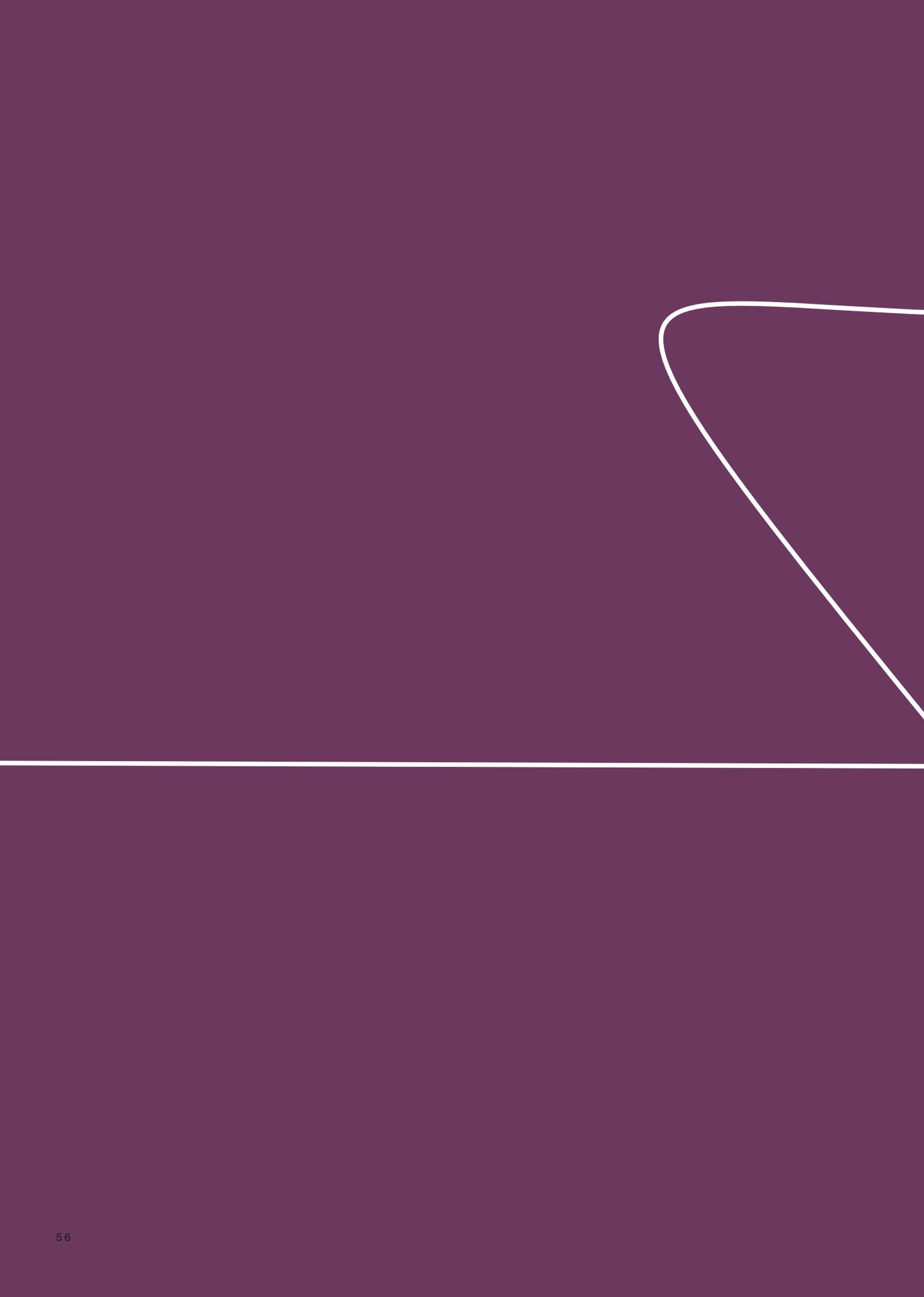
SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Overview of Distress Situations	<ul style="list-style-type: none"> ▪ Nature and scope of distress ▪ Sources and types of distress including homesickness, culture shock, personal, emotional and psychosocial distress, and critical health conditions <ul style="list-style-type: none"> - Inter-personal conflict, Irregular immigration status, detention and workplace abuses - Crisis and natural disasters 	<ul style="list-style-type: none"> ▪ Lecture and discussion ▪ Role-playing exercises and/or simulation exercises (for assessment) ▪ Common test methods (multiple-choice questions) 	<ul style="list-style-type: none"> ▪ Pamphlet with all necessary contact details of entities that assist TCWs in different situations of distress
POC	<ul style="list-style-type: none"> ▪ First POCs for TCW in distress situations - police, labour department, helpdesk, and hotlines ▪ Role of diplomatic missions - funds, shelters, labour disputes and compensation and mortal remains ▪ Role of community organizations - networking/ assistance, events, social work and funds ▪ Role of local NGOs - assistance in distress situations, dispute resolution processing of legal redressal 	<ul style="list-style-type: none"> ▪ Lecture and discussion 	
Available Services, and Their Processes, in the COD for TCWs	<ul style="list-style-type: none"> ▪ Dispute resolution and legal redressal ▪ Psychosocial counselling and support systems ▪ Casework until repatriation 		

Establishing Contact	<ul style="list-style-type: none">▪ Contact information of all government departments, diplomatic mission divisions, community spaces, local NGOs/SP		
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NOTES:

- This module is mandatory for all TCWs. Delivery methods must be adapted based on their literacy and educational levels so that information is effectively retained.
- This module may require the involvement of resource speakers from diplomatic missions or community organizations, police personnel, labour help desks and hotlines.
- TCWs should be provided with a separate booklet or contact cards of diplomatic missions, POC, community/expatriate organizations, local NGOs, SPs, shelters.
- For references please see page 92.





MANAGEMENT SYSTEM FOR PAO



3. INTRODUCTION TO THE MANAGEMENT SYSTEM

This Management System is designed to be a useful tool for the effective governance of PAO. It outlines various considerations aimed at ensuring the synchronization of different components required for the sustainable administration of PAO in ADD CODs.

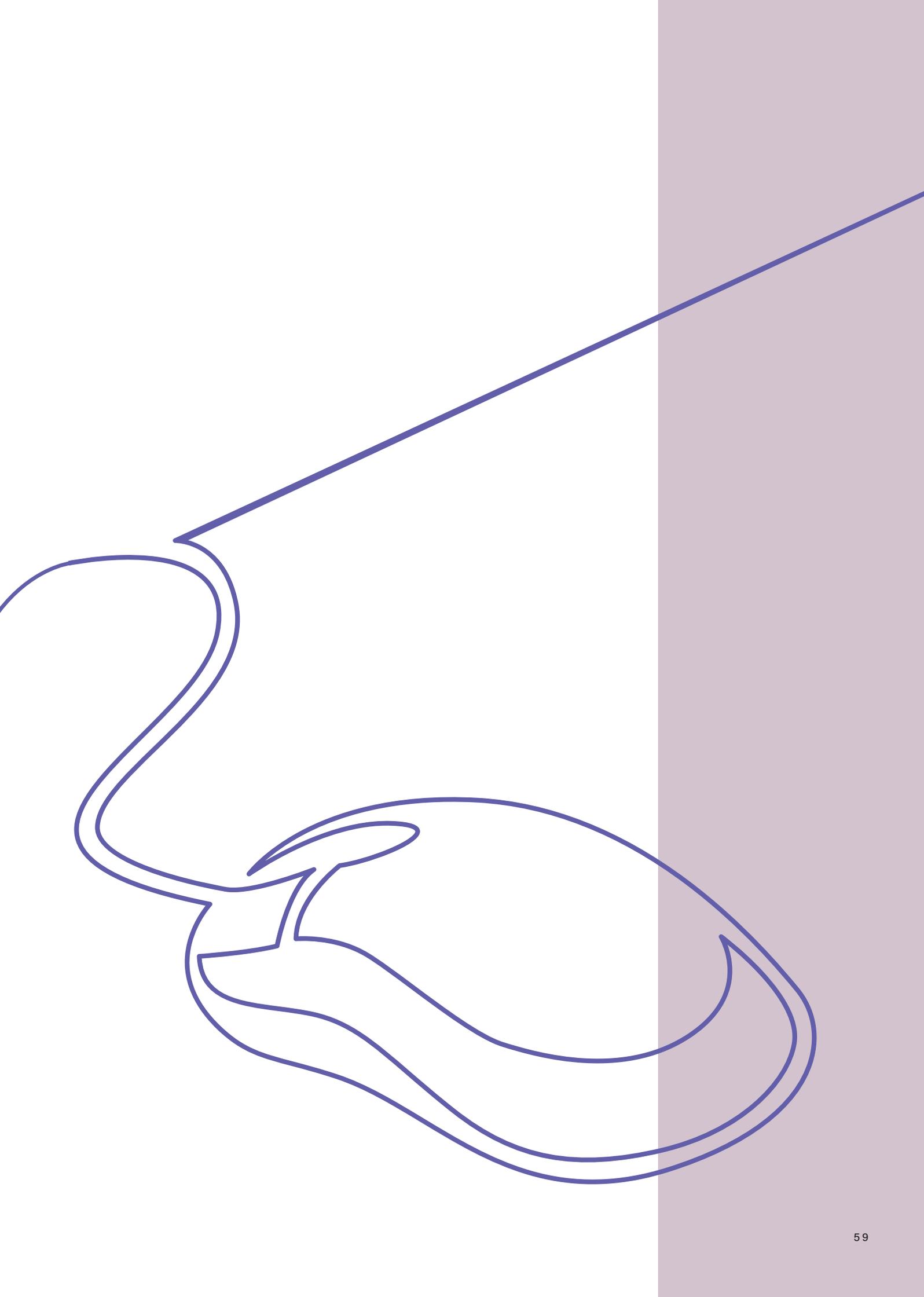
Currently, existing PAO systems in the Gulf countries, with the exception of the Government of UAE, tend to be project-based initiatives led by different stakeholders. Typically, these initiatives are designed and implemented with a select target audience in mind, its functionality based on the resources and outreach capabilities of the stakeholder providing the necessary PAO-related information.

As observed in the “Background Report for Post-Arrival Orientation in Abu Dhabi Dialogue Countries,” awareness-oriented initiatives in the region are largely ad hoc in nature and mostly informal. They also occur as part of a much larger cultural and social programme and remain integral to awareness efforts with a wider scope. A cohesive and strategically planned PAO programme that can incorporate a comprehensive ‘whole-of-society’ approach would also contribute to the UN Sustainable Development Goals.

3.1 OBJECTIVES OF THE MANAGEMENT SYSTEM

- **To contribute to the standardized conceptualization of PAO among CODs in the ADD**
- **To equip stakeholders overseeing and/or involved in PAO implementation, with a framework on administration and governance**
- **To promote a system of quality control and feedback mechanisms for PAO**

A robust management system could act to safeguard the quality of PAO and ensure its effective governance and administration. This comprehensive framework supports the process of PAO design, delivery and monitoring, founded upon the principles and objectives of the PAO, the needs of TCWs and existing policy and programme environment in the CODs.

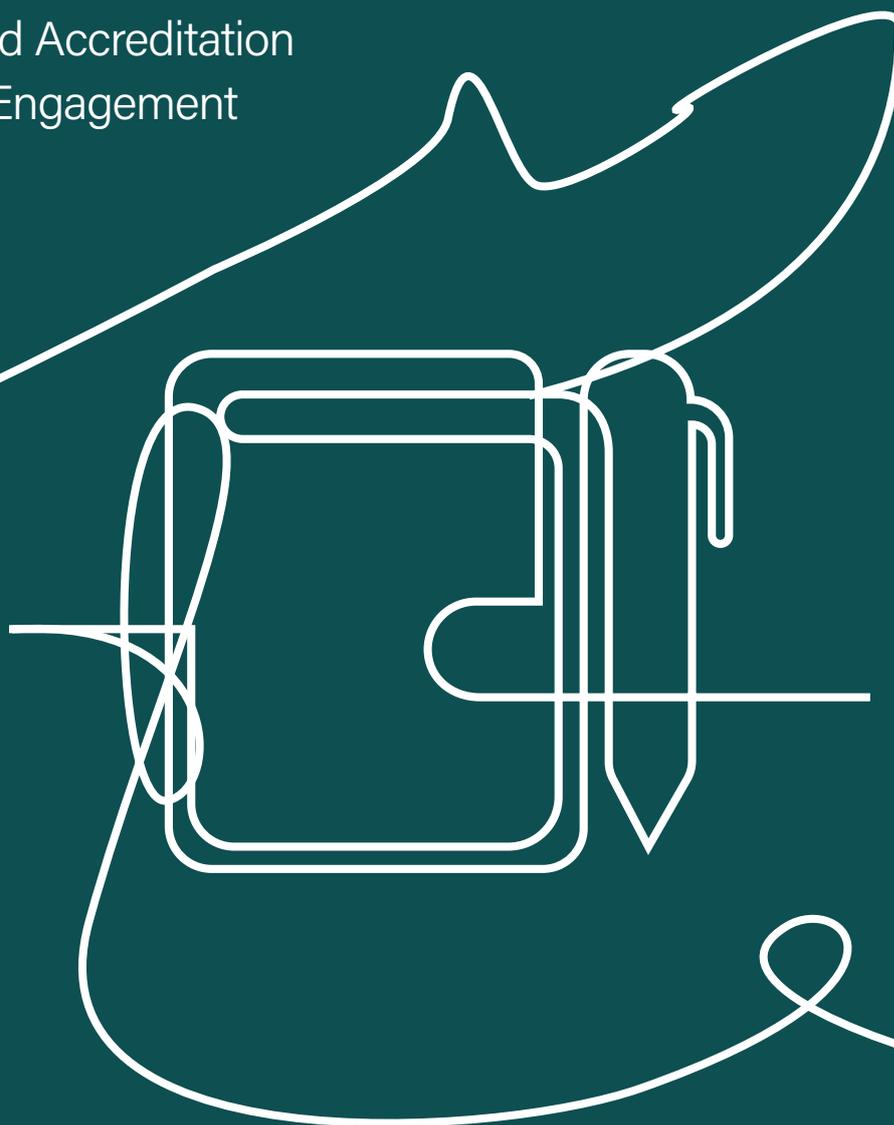




KEY COMPONENTS FOR PAO

This Management System encompasses and elaborates on a number of key components pertinent to guiding the design and management of PAO programmes.

- 4.1 Needs Assessment of PAO
- 4.2 Institutional Mandate for Programme Owners
- 4.3 Design and Delivery of PAO
- 4.4 Monitoring and Evaluation of PAO
- 4.5 Training and Accreditation
- 4.6 Models of Engagement



4. KEY COMPONENTS OF THE MANAGEMENT SYSTEM

4.1 NEEDS ASSESSMENT OF PAO

When it comes to designing a PAO programme, it is key that the primary authority, usually the COD government, is well-aware of the information needs of TCWs, along with the modes of learning that would prove most effective in promoting knowledge retention. Importantly, this exercise would need to account for differences in law, culture and societal norms.

From an organizational perspective, the primary authority of PAO would also benefit from involving other stakeholders, ensuring improvement in outreach along with enhancing each of the monitoring and feedback mechanisms. Some of these stakeholders include local NGOs, SPs, CSOs, community/expatriate organizations as well as diplomatic missions of COOs to name a few.

While recognizing the possibilities for a regional approach to the designing of PAO content among ADD member states, information and delivery systems may vary as a result of different legislation and regulations, human and financial resources, as well as available infrastructure in each country.

Understanding these requirements and incorporating them into a comprehensive PAO system can be made possible by a thorough needs assessment performed in the COD. Ideally, it should be conducted collaboratively with other stakeholders, enabling a complete understanding of the policy and programme environment along with the needs of TCWs.

THREE PHASES OF NEEDS ASSESSMENT PROCESS

Based upon the initial needs assessment, the PAO programme may be designed and implemented through a comprehensive process in the COD. The process may take place in three phases based upon a process flow and not necessarily following any rigid phases. These phases are as follows:



Foundational Phase

This phase would set the basis for PAO content and delivery design at the informational level. This should occur prior to the design of the basic PAO programme and includes two fundamental processes:

- a. **Stock-taking with other stakeholders**
- b. **Assessing information and awareness needs of TCWs**

a. **Stock-taking with other stakeholders**

This process is largely designed to explore current information awareness programmes that exist within the COD through local NGOs, SPs, community/expatriate organizations, diplomatic missions and employers. It would enable PAO Programme Owner to understand challenges, best practices and opportunities for improvement while consultative processes would ensure mutual learning and possible cooperative practices between aforementioned stakeholders.

b. **Assessing information and awareness needs of TCWs**

This process may be performed directly by the COD government through feedback mechanisms at governmental offices and departments such as ministries of labour, police stations, immigration authorities among others. Additionally, the Programme Owner can analyse cases that have reached relevant POCs to further enhance this understanding. The process may also be performed with the assistance of other stakeholders like employers.

Testing Phase

The initial testing phase consists of gauging immediate reactions to PAO. Feedback can be received from trainers, beneficiaries and other stakeholders, as deemed necessary. This preliminary feedback phase provides a key opportunity to further tweak the PAO programme before it moves into the implementation phase.

Feedback/Implementation Phase

During the PAO implementation, the continuing requirement and needs of the beneficiaries and employers should be evaluated through continuous feedback, during, and even after the sessions. This information should then be compiled and conveyed through monitoring and reporting mechanisms that have been put in place for the programme.

KEY CONSIDERATIONS WHEN CONDUCTING NEEDS ASSESSMENT

Keep Learner-Centred Approach

The approach to understanding the information needs of TCWs, should always strive to be learner-centred and based on the objectives and principles of the PAO (as detailed on page 15).

Include Gender Perspectives

It is highly encouraged that additional attention is directed towards understanding the gender perspectives of providing information and raising awareness on behalf of women TCWs. It must be noted that women TCWs experience the labour migratory process differently from men due to differences that exist in regulations as well as the intersection of their gender, status as a TCW and the typical nature of their work. Hence their information and awareness needs can be very different, in terms of the exposure they have, the risks they face at their workplace and the personal care they require.⁵

Engage and Collaborate with Stakeholders

When conducting all three phases of the needs assessment process, Programme Owners are recommended to engage in collaborative practices with other stakeholders. Each stakeholder would have different roles and responsibilities, bringing in unique perspectives from their respective fields.

These key considerations may assist in formulating PAO components as follows:

- **Mainstreaming gender throughout the delivery of PAO**
- **Practical administration mechanisms:** Developing common platforms between departments and organizations; potential and available infrastructure (digital systems, administrative policies that support collaborative mechanisms and economic resources).
- **Structure of the PAO:** The point in the labour migratory process whereby workers need to undergo PAO and the pertaining fees, hours, duration and frequency of delivery as well as location, logistics, accessibility and certification.
- **Monitoring and evaluation indicators for impact and resource evaluation**

Testing PAO would be important in garnering feedback and being able to assess immediate impacts and reactions to the design and delivery. This would give an opportunity to the Programme Owner to make any changes before implementation.

5. Risk, migration and migrant domestic work: Selected theory and research review, kindler 2011.

4.2 INSTITUTIONAL MANDATE FOR PROGRAMME OWNERS

The effective administration and delivery of PAO is dependent as much on the relevance of content as it is on other aspects like institutional arrangements, capacities, mandates and resources. The proposed needs assessment would provide Programme Owners with a solid foundation to build upon, particularly with regards to institutions and entities that could play an important role in leading different PAO components.

A. COD GOVERNMENT INVOLVEMENT

It is recommended that the government of the COD should be considered to be the primary authority in designing, implementing and monitoring PAO. It would be best placed to supervise and oversee each of the mandating instruments, bodies, activities along with other PAO beneficiaries. It may do so by creating a new infrastructure for the purpose of using and analysing existing mechanisms.

The government of the COD has the authority to enable inter-departmental cooperation and create channels of collaboration and coordination with non-governmental stakeholders. These would include local NGOs, CSOs, SPs, employers, community/expatriate organizations throughout the different components of this Management System. Multi-stakeholder engagement is a powerful tool for the smooth functioning of PAO.

Differences in stakeholder interest and authority are also required to be understood by the TCW who may have travelled to the region for the first time. Catering to these specific requirements can only be performed by the government of COD.

Furthermore, governments of CODs are considered to be the foremost authority on all labour migration information such as: national laws and regulations, appropriate methods of grievance redressal, cultural adaptations as well as rights and duties of TCWs.

Type of government ministries and departments that should be involved in the PAO include:⁶

- **Ministry of Labour/Human Resources/Manpower**
- **Ministry of Social Welfare/Social Affairs**
- **Ministry of Law/Justice**
- **Ministry of Education/Department of Vocational Training**
- **Department of Immigration**
- **Department of International Cooperation**
- **Law Enforcement Authorities**
- **Authorities Involved in Community Development and in the Registration of Welfare Organizations**
- **Authorities, Departments and Ombudsmen Involved in Monitoring and Evaluation of Government Programmes**

6. Ministries have been named as per their mandate and not in specific terms.

The COD government can adopt three important roles each outlining specific responsibilities as per below:

As Principal Authority at the COD

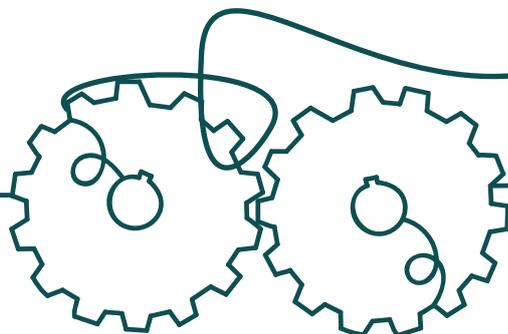
- Consider PAO becoming mandatory through legislation or official mandating instruments
- Harmonize systems of recruitment with PAO in the COD such as, direct recruitment by the employer or recruitment through agencies
- Ensure efficient and effective use of existing infrastructure in terms of facilities, logistics, skilled human resources and budgeting
- Monitor the implementation of PAO and reception of the PAO by employers and recruitment agencies
- Generate public awareness and dialogue on the PAO programme with the help of other stakeholders

As Facilitator for Collaboration

- Facilitate harmonization of PEO and PDO programmes through inter-governmental collaboration of their departments in COOs and CODs. For example, labour, community development, migrant affairs departments and agencies in the COD
- Coordinate between ministries, departments and relevant governmental entities for the design and implementation of PAO
- Consider the creation of spaces for collaborative efforts and discourse with other stakeholders in the COD
- Prioritize the creation of information processes like inductions for new TCWs, and for employers that would ensure that they meet their obligations toward the TCW
- Provide training to some of the first POCs in government departments, the police as well as staff stationed at the help desk or manning hotlines on culture and gender sensitization
- Develop and implement a comprehensive reporting and feedback mechanism

As Coordinator of PAO

- Oversee the content of PAO modules
- Create systems of certification and accreditation for trainers and existing SPs
- Enable certification procedures for TCWs
- Ensure that clear and detailed communication of governmental services and programmes are made available for TCWs in the COD



B. INVOLVEMENT OF COO DIPLOMATIC MISSIONS

Diplomatic missions of COOs such as, embassies, high commissions or consulates are important stakeholders in the design and delivery process of the PAO. They recognize the need for PAO programmes and emphasize their importance to their citizens working in the COD.

Some diplomatic missions have internal mandates and regulations in conducting PAO for TCWs coming from their countries. Other COO missions in the COD are unable to conduct PAO activities regularly, but provide assistance only during situations of distress. It is imperative that diplomatic missions of COOs are given greater scope and emerge proactive in providing PAO for their TCWs. However, they also face institutional challenges in doing so.

The diplomatic missions are also the sole authorities entitled to represent and harmonize their PEO and PDO programmes with PAO in the COD. Coordination and partnership between the COOs and the COD are necessary to achieve this goal.

Within this Management System, the diplomatic missions of the COOs, in their official position as representatives of the COO, are invited to provide inputs on the design of PAO modules and guidance for any delivery mechanisms.

Their inputs can be made more relevant by:

- **Involving community/expatriate organizations**
This means identifying and engaging with relevant community/expatriate organizations. It would then make it possible to engage experienced TCWs as trainers, 'buddies' or even mentors in PAO.
- **Analysing cases that the mission receives**
Diplomatic missions may also contribute to the design and delivery of PAO based on information collected from grievance redressal cases received.

Diplomatic missions based in the COD are well-placed to be able to contribute to the design of PAO, and promote the harmonization of the orientation with PEO and PDO in the respective COO.

The primary responsibilities of the COO diplomatic missions based in the COD for the purpose of implementing PAOs, could include the following:

1. **Contribute to evaluating the effectiveness of PDO in the COO through TCW cases received at the mission**
2. **Identify and engage with community/expatriate organizations by analysing caseworks and taking part in consultative processes for different PAO components**
3. **Harmonize PEO and PDO with PAO, by providing inputs to the COO on specific information such as, mission's services and implemented mechanisms in the COO for TCWs**
4. **Assist the COD with interpretation and/or translation services for PAO and provide relevant material**
5. **Garner awareness among the community on PAO through outreach initiatives and efforts**
6. **Ensure the final PAO content includes information relevant to the TCW's COD and reflects the interests of the COO in promoting a safe, secure and well-informed labour migration process**

C. ROLE OF EMPLOYERS AND PRIVATE SECTOR

The employer is a vital stakeholder in the PAO process as they happen to be among the initial POCs for a TCW. Upon arrival in the COD, TCWs typically go from the airport directly to their workplaces or company-provided accommodation. The interaction between the employer and employee is at the core of the labour migration process and is essential in facilitating the harmonious adjustment of the TCW.

Hence, even rudimentary forms of orientation performed by employers become invaluable in providing the TCW with the right information while enabling them to manage job expectations and instill a sense of security and confidence. Most employers and private sector industries such as, construction, oil and gas, hospitality and healthcare are known to provide their employees with some form of orientation prior to them joining the workplace, as well as offer company accommodation. These orientations primarily include information related to the workplace, job duties, their benefits, expected behaviours and their contract, among others.



A PAO process led by the employer offers three major benefits:

- 1. Understanding important legal requirements and their implications puts a company in a better position to manage risk proactively. Establishing credible partnerships with outside organizations helps the company jointly manage risk.*
- 2. Building knowledge and skills capacity among the migrant workforce and supervisory level staff promotes a more stable work environment.*
- 3. Promoting a more worker-centred environment in which rights are protected, enables the company to recruit and retain higher quality workers thus strengthening the factory's most important asset.*

BSR Management Tool (2010)

As one of the first POC for the TCW, employers and private sector stakeholders are relevant to both the design and delivery mechanism processes for PAO. Utilizing the employers' existing orientations and enhancing and supplementing their content could be one method through which COD governments can ensure that all TCWs have gone through a PAO programme. However, as a stakeholder, they require robust monitoring and reporting mechanisms in order to ensure compliance with the PAO process. The BSR Management Tool⁷ identifies ground level interactions between supervisor and worker as containing a gap that needs to be addressed through monitoring and reporting mechanisms.

The idea of employer orientation has also been discussed as a possible element to consider as a means of continuing to enrich harmonized orientation across the labour migration process. The employers would undergo orientation to understand the different backgrounds of their employees, and are also made aware of the employees' expectations of them prior to joining the workplace. Furthermore, the PAO process, in terms of employer involvement, would require a grievance redressal mechanism within the company itself which may be linked to monitoring and reporting

7. Ministry of Business, Innovation and Employment, New Zealand Immigration (2010).

mechanisms. This grievance mechanism is expected to cater to concerns arising through recruitment practices, workplace practices, discrimination and forced labour.

Additionally, employers and private sector stakeholders could assist the COD government with the design of modules pertaining to employment and working in the COD. Depending on the audience and the PAO delivery mechanism, employers would be able to provide the PAO process with accurate information specific to their company on working and living conditions, job profile, work benefits, grievance mechanisms within the workplace along with other relevant facets. They may also support in creating gender-specific and gender-sensitive content, particularly relating to women TCWs as well as DWs.

The primary responsibilities of employers could include the following:

- 1. Develop and support COD governments in formulating modules related to TCWs' work and employment**
- 2. Maintain due diligence and compliance with monitoring and reporting of orientations and grievance redressal that occur at the workplace as well as engage with both the governments of COD and the diplomatic missions of COOs, in delivering PAO**
- 3. Provide clear and accurate information on living and working conditions, management policies, wages and benefits**
- 4. Work with community/expatriate organizations in translating PAO content related to TCWs**
- 5. Appoint and involve experienced and suitably trained staff in the 'buddy'/mentoring programme**

D. CONTRIBUTION OF LOCAL NGOS, CSOS AND SPS

As observed in the "Background Report for Post-Arrival Orientation in Abu Dhabi Dialogue Countries," PAO-related interventions are, sometimes, conducted and even implemented by several local NGOs, CSOs and SPS. These typically include human rights bodies, social work groups, CSR wings of corporate companies, welfare centres, shelters and international organizations that are recognized by the government of the COD. These information awareness programmes typically include strong and useful information but typically face some constraints at the ground-level in terms of resources and outreach. Depending on the priorities of the body conducting the session, the content and duration of the PAO activity may vary.

As local bodies, they can assist with PAO implementation by taking part in consultative discussions with local governments to ensure that TCW interests are taken care of. Through their network and goodwill, they can also generate sufficient public interest and incorporate local volunteers into the process, much easier than other stakeholders.

As part of the Management System, local NGOs and SPS could supplement PAO efforts in the COD, in relation to the design and delivery of PAO. They are well placed to support in the execution of PAO, in different areas or sectors as deemed necessary and relevant by the government of the COD.

The primary responsibilities of local NGOs, CSOs and SPs could include the following:

- 1. Ensure multi-stakeholder consultative processes are held regularly during the foundational phase of the programme**
- 2. Supplement contents for modules on non-governmental grievance mechanisms inclusive of safe spaces, hotlines, help desks as well as other services and programmes**
- 3. Conduct TOTs and promote the efficient implementation of accreditation and certification of trainers**
- 4. Facilitate delivery mechanisms as deemed necessary by government of the COD**

E. ROLE OF COMMUNITY/EXPATRIATE ORGANIZATIONS

Community organizations are imperative to the PAO process as they share similar socio-cultural identities with TCWs and are thus in a more advantageous position to represent their interests. They are also extremely well-positioned to directly and effectively interact with TCWs. Community organizations are known to hold regular informal sessions of education and awareness as part of their cultural or social activities. Engaging them in the PAO process becomes important to ensure the success of the programme. This is primarily due to their nature as informal network groups that have a wider outreach throughout the COD and across the region.

Community/expatriate organizations are the prime entities that have the following advantages in their composition and function:

Human Resources:

- Their skill as community organizers, leaders and volunteers stems largely from their familiarity in conducting awareness programmes, assisting TCWs in a variety of issues, providing informal services such as funding of travel tickets, transporting of mortal remains and repatriation, to name a few
- Many members of such organizations are also long-term TCWs, living and working in the COD for more than 20-15 years. These members are invaluable assets and resource persons, in terms of networking, engaging with TCWs and channelling them towards grievance redressal mechanisms
- Their activities are focused on ensuring the empowerment and protection of TCWs and in maintaining a clear-cut vision
- They usually maintain a common pool of resources and funds which is sometimes insufficient

Awareness of TCW needs:

- They are from similar socio-cultural identities and can therefore conduct programmes and activities in their own native languages
- They are aware of the most effective methods of communication and learning for TCWs from their own country or region
- They are aware of services and programmes offered by COO governments and the diplomatic missions based in the COD. Many also work closely with these as volunteers

Hence, community/expatriate organizations are seen to emerge as important stakeholders in the PAO process.

“A prominent issue we encounter as community organizations is of TCWs getting involved in scams or being cheated by scammers out to take advantage of their lack of knowledge and awareness. It has become a problem but we are unaware of how to deal with it in an effective manner.”

-Key Informant Interview

Community/expatriate organizations are recommended to contribute to the following activities:

- 1. Become active participants in the Foundational Phase of the needs assessment process by utilizing their network and tapping into experience as organizations. For instance, they would be aware of TCWs' requirements and the barriers they are likely to face in terms of access to correct information and other redressal mechanisms in certain locations or industries**
- 2. Contribute to the design process of the modules and further elaborate on the TCW's information needs**
- 3. Create interest among TCWs in attending PAO as well as enable registration of participants and accessibility to PAO**
- 4. Function as chief volunteers and trainers in the implementation of PAO process. They may also be involved in interpretation and translation of materials and sessions during PAO**
- 5. Take part in the consultative process with diplomatic missions to provide input on improving and harmonizing PAO with PEO and PDO programmes**

4.3 DESIGN AND DELIVERY OF PAO

DESIGN OF PAO

The design of PAO is a multi-stakeholder process and occurs after the needs assessment is conducted. It is based on the approaches of whole-of-government and whole-of-society – the former refers to the different departments and governmental bodies functioning cooperatively in tackling a particular issue while the latter approach involves acknowledging the contribution of all stakeholders in a society and utilizing their capabilities to solve an issue.

The stakeholders can be individuals, members of civil society, governments, media and even private sector organizations. These approaches are seen as vital in ensuring that PAO always remains inclusive, collaborative, rights-based and effective for TCWs in ADD CODs.

The primary dimensions to designing an awareness programme are:

- 1. Involvement of Stakeholders**
- 2. Methodology and Materials**
- 3. Infrastructure/Logistics**
- 4. Learning Process**

PROCESS OF PAO

The entire end-to-end process of PAO programme is expected to follow the below progression:



Figure 5: Process of PAO programme.
Source: CIOP consultations, 2019

When placing these aspects and dimensions in the context of the ADD member states, certain priorities are advised to be emphasized during the design process.

PRIORITIES DURING THE DESIGN PROCESS

A. Involve multiple stakeholders in the design, delivery, monitoring and feedback processes. For multi-stakeholder involvement to be effective and progress smoothly, the primary authority of the PAO could ensure that:

- Shared vision, objectives and goals are developed and communicated to all stakeholders. This also involves setting targets, expectations and consequent evaluation of PAO
- Partnerships between stakeholders performing similar activities is robust through clear communication and trust-building. Reviewing existing partnerships, creating common platforms of communication and work division would assist in the same
- Cultural and institutional differences between all stakeholders involved are addressed, as this may be the first time for some stakeholders to engage with each other

B. Use existing infrastructure and programmatic content for PAO

- Learning from other PAOs that are conducted by community/expatriate organizations is an effective method to understand best practices and challenges. Local NGOs, SPs and private sector organizations are equipped to understand the utilization of infrastructure and their possible needs or gaps. Existing infrastructure could be used as likely locations for PAO – these could include airports, healthcare centres, their workplaces, and Vocational Training Institutes (VTIs) among others
- Integrating or emulating the content and methodology of existing programmes into the design of PAO programmes could support streamlining content and reinforcing key messages
- Targeted outreach should be used when possible to ensure alignment with the developed shared vision and focus on high-need areas⁸

C. Ensure PAO is free of charge for the TCW and requires mandatory attendance

- PAO must be undertaken within a minimum of 10 days (only content delivery) and a maximum of one month with in-depth assessment and certification

D. Prioritize gender-sensitive/gender-responsive content and delivery mechanisms

- It is recommended that addressing the unique challenges faced by women TCWs must be seen as a priority in PAO
- Women trainers should be engaged for PAO sessions that cater to women TCWs and DWs
- Gender-segregated sessions could lead to improved attendance records of women TCWs, increase compliance by employers of DWs and enhance learning and engagement

8. Information available at: https://coresourceexchange.org/wp-content/uploads/2018/09/Effective-Practices_-Gender-Segregated-CO.pdf

E. Use methodology that facilitates communication and comprehension of workers

- Verbal exercises and assessments based on TCW's literacy and education levels should be adopted and tailored accordingly
- Translation and interpretation of material should be done in order to best cater to TCW's own language

F. Continue engagement with the TCW after initial attendance of the PAO

- Refresher courses could be considered to be held on an annual basis. Mobile applications can be crucial in this aspect along with the provision of a 'Training Kit' as specified in the TOT section

The process of PAO is most effective when it is able to create synergy between various labour migratory aspects and priorities as stated above. This would ensure that PAO programme is inclusive, resourceful and effective at the ground-level.

DELIVERY OF PAO

Delivery mechanisms that are included in PAO must be focused on: TCWs' needs, remaining responsive to gender sensitivities, socio-cultural identities and varying education and skill levels. For TCWs, the primary objective of PAO is learning, understanding and retaining key information. For this to take place, it is necessary that TCWs attend classroom sessions with appropriate teaching methodologies adopted by the trainer.

The recommended delivery mechanisms of PAO are listed on page 13.

Considerations for Programme Owners when conceptualizing PAO delivery

1. Language and Communication

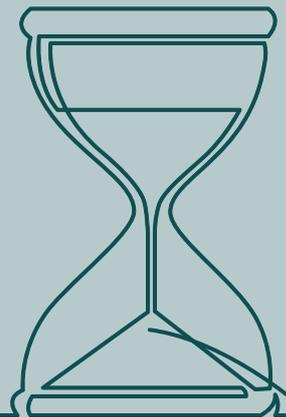
Language and communication during the PAO sessions are the most important factors affecting the success of a PAO. TCWs come from diverse COOs with different first languages, differing levels of education and literacy levels as well as varying degree of communication skills in English and Arabic. The trainer must consider these differences and ensure that any barriers are addressed

This may be done through volunteers that act as interpreters or translators, appointing skilled translators, providing translated material or engaging with TCWs through activities and discussions. The use of a skilled and adequately prepared interpreter can positively influence the outcome of the session. For example, if there are any technical vocabulary and/or cultural sensitivity concerns, it is important to ensure that the interpreter is comfortable in interpreting as required

2. Gender

The inclusion of sufficient women trainers becomes necessary in the implementation of gender segregated PAO sessions — whether it is for particular modules or for the entire PAO programme and is often dependent on the COD government. Women trainers could promote comfort and ease of communication for women TCWs and DWs. Provided they are adequately trained, they would also be able to ensure that concerns, queries and experiences of women TCWs and DWs are

Women PAO trainers may be better placed to address some of the informational needs of women TCWs.



heard and addressed appropriately. This becomes particularly relevant in modules regarding healthcare, grievance redressal and living in the COD.

3. Educational levels

Education and literacy levels of beneficiaries must be pre-assessed during registration. TCWs with similar levels may be grouped together during the sessions and the trainers can focus on providing them with material and methods appropriate to their level of understanding. For example, TCWs with lower communication skills in English may be allowed to learn through visual aids and tested using oral assessments.

4. Resources

Depending upon the primary authority conducting the PAO, the economic and human resources required for the PAO may become significant unless existing resources are capitalized on. This involves collaborating with bodies that already conduct PAO related interventions or associated awareness programmes in the COD. The use of skilled and qualified staff and trainers also becomes imperative in the utilization of adequate resources to produce standardized material. Time required for the preparation and design of PAO material and methods are significant, since careful thought and thorough supervision is done throughout the process.

5. Facilities

Facilities used for PAO by other stakeholders may be considered in developing an effective PAO and also in enabling a positive learning experience. This may include utilizing VTIs, community halls, government offices in remote locations as well as private technical training institutes. Facilities must have minimum standards specified and need to be well maintained and monitored. For example, a classroom with a capacity for 30 beneficiaries requires sufficient technological infrastructure along with the availability of clean drinking water and sanitation facilities.

DELIVERING PAO IN THE CLASSROOM

Within the classroom/session there are certain challenges one would face and must be kept in mind when delivering an effective PAO:

- An important initial step is trust-building. The trainer needs to establish comfort and trust in the classroom and must make every effort to create a positive learning environment through incentivising good performance, among others.
- Barriers to attendance, information retention and communication must be addressed as soon as possible before moving beyond the introductory sessions. This could be achieved by collaborating with employers of TCWs and/or community/expatriate organizations that may function as interpreters during the entire process. For gender-segregated sessions, trainers would need to consider additional time for gender-specific topics and addressing logistical concerns to ensure consistent attendance of the DWs.
- Information must be conveyed clearly and professionally, regardless of the topic, the composition of the audience, or the duration taken.

SUGGESTIONS FOR PAO TRAINERS

Specific suggestions for conducting PAO from various sources include the following:

- Set clear targets or goals for each session
- Make beneficiaries comfortable and establish trust
 - Meet with the TCW and their immediate supervisor
- Promote participation by making the sessions more interactive with Q&A sessions
- Empower participants by actively making information student-centred
- During group exercises, pair beneficiaries in teams to make them comfortable and foster teamwork
 - Introduce them to a 'buddy' or mentor
- Tackling language and communication issue
 - Encourage TCWs to speak slowly if there is difficulty in understanding them
 - Be very clear when giving instructions – don't miss steps or make assumptions about their understanding
 - Provide instructions in writing if necessary
 - Try using visual aids (pictures and maps) rather than words
 - Use simple direct language to explain complicated and technical words and phrases
 - Check understanding of instructions by asking beneficiaries to repeat what they must do. For example, asking them, "So, what are you going to do first?!" Asking open questions rather than questions that evince a 'yes' or 'no' response
 - Give them handouts about the job and the workplace

TRAINING KIT

TCWs could be provided with a training kit that includes all or at least the most necessary information from each of the modules when they finish a PAO session. This has been understood to be particularly useful in ensuring that participants retain the information given to them and that they have the information required if and when they are in need of it.

This kit could include:

- Map of the COD and a diary with identified markers and contact details of relevant government departments of COD (labour, immigration, health, justice), diplomatic missions of COO, worksite and accommodation areas, healthcare facilities, transport facilities, banks/remittance centres, local NGOs, SPs and counselling services
- Separate informational booklets for each module of the PAO
- Digital access, transfer and/or downloads of relevant training videos, clips and films as part of the main modules
- Samples of the SEC, wage slips, transport cards, medical insurance cards, debit cards, remittance receipts among others
- Module-specific information, such as directions and information on markets/grocers, community organizations centres, places of worship and others

4.4 MONITORING AND EVALUATION OF PAO

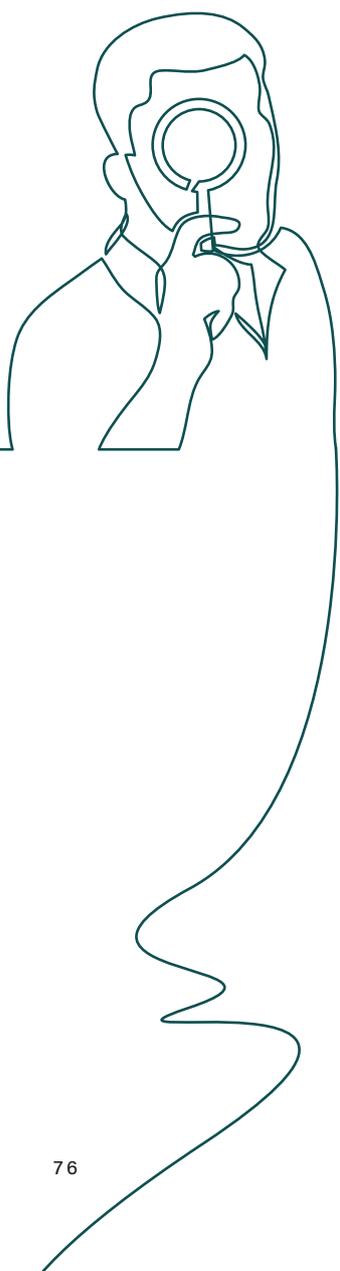
Monitoring and evaluating PAO programmes include a range of assessments conducted at various phases of programme implementation. These include, among others, in-class assessments of trainers, effectiveness of the sessions, assessment of TCWs as well as the evaluation of facilities and logistical arrangements.

Monitoring and evaluation techniques and priorities may differ depending on:

- a. Oversight of the primary authority overseeing PAO
- b. Involvement of stakeholders involved in delivery
- c. Gender-segregation and responsiveness in the programme, where relevant
- d. Feedback mechanisms for TCWs
- e. Time available for assessment and feedback

KEY CONSIDERATIONS

- **Assessment of TCWs**
 - Pre-assessment:
 - Education levels
 - Language and communication skills
 - Age and gender
 - Knowledge of basics – employment contract, rights and duties at workplace and accommodation
 - Support systems (friends or family in the COD)
 - Post-assessment testing
 - Feedback from employers after internal review
- **Assessment by TCWs of the PAO**
 - Reflections on their learning experience
 - Questions asked during the sessions (which indicate requirements for inputs to the content)
 - Methodology used ('which method was difficult to understand?', 'which method was easier?')
 - Language and communication (adequacy of translations, clear instructions and so on)
- **Evaluating trainers and methods**
 - Trainers' understanding of content and achieving of learning goals:
 - Compliance with PAO modules
 - Training knowledge (clear expression of ideas, engages beneficiaries and encourages interaction, gives examples)
 - Use of mandated materials/training aids and equipment
 - Qualifications and skills:
 - Personal grooming and professional demeanour that includes promptness and demonstrated respect
 - Usage of training/teaching methodologies and facilitating communication
 - Capacity to work with volunteers and staff
 - Diligence in updating and usage of common platform of registration and classes:
 - Trainers attendance is monitored
 - Trainee feedback is solicited
 - Monitoring the PAO programme, in terms of:
 - Attendance records
 - Training venue (for example, adequately sized, well lit, air-conditioned, access to water and sanitary facilities)
 - Results of assessments of TCWs
 - Feedback from trainers, volunteers and staff
 - Feedback from TCWs



For gender-segregated sessions, feedback and outcome of the monitoring and evaluation processes must feed into a larger system of reporting and feedback in the design process of PAO.

Through review and consultative processes, the primary authority overseeing the PAO design and delivery may choose to introduce changes into delivery to address any possible challenges in terms of attendance, understanding and communication of women TCWs.

Reflection may also result in developing additional gender-segregated sessions on relevant topics, or it may require further engagement with organizational leadership around long-term support of initiatives that address ongoing barriers.

Monitoring of sessions may be looked into through the development of instruments that help analyse whether or not the intended learning goals and outcomes have been observed and achieved, along with the frequency of these observations.

These instruments may also have space to record observed activities that were not part of the initial programme. Consequently, the observations could reflect three possible situations.

The person monitoring could observe (a) intended activities being carried out, (b) intended activities not taking place, and/or (c) unintended activities occurring. In this way, the degree of correspondence between the intended and observed transactions can be assessed.

Post-session assessment techniques may vary, and depend upon the capacities of both the trainer and participants. Assessment methods may also be prepared in advance and then participants may choose the technique they prefer depending on their capability.

During evaluation and assessment procedures, if TCWs demonstrate exceptional understanding of the course materials, they may be recommended for skilling workshops to improve their basic competencies such as: soft skills training carried out by local NGOs and SPs, personality development, computer skills as well as intermediate level skills in English and Arabic.

The assessment techniques mentioned previously in the Regional Guide of PAO Modules, may be adapted or altered according to the educational background and literacy level of TCWs. For instance, if the TCW is unable to read or write English, questions may be asked orally.

Assessments may also be incentivized whereby participants receive rewards or benefits for good performances. In case of poor performance in any module or assessment, the participants would be provided with a personal consulting session on difficulties they may have faced and then retake the same module.

Periodic Review and Engagement may include assessing the following:

- Volunteer accountability and satisfaction
- Feedback from grievance procedures of different stakeholders
- Independent, transparent systems of evaluation by bodies not involved in PAO
- Public interest and awareness of the programme
- Evidence-based changes observed during recruiting processes till return of the TCW
- Behavioural changes observed in TCWs after the PAO during refresher courses or through feedback from employers, first POCs at labour helpdesks, remittance SPs and so on.

“We find that incentivizing our outreach efforts has proven an effective method to promote participation of TCWs. Incentives we provide may include mobile credit for calls or internet, or movie tickets or food vouchers.”

-Key Informant Interview

9. These may be online integrated systems or it may be a institutionalized mechanism on the field requiring its own administrative setup such as offices and departments.

4.5 TRAINING AND ACCREDITATION

The TOT process requires creating an administrative system that would support its governance. This means that the registration, training process, assessment and certification of trainers needs to occur through a commonly accessed platform for stakeholders and potential trainers.

The platform may be a tangible infrastructure such as a government office or could be separate bodies established specially for the TCW orientation. Alternatively, it may be an online website created and maintained by the government of COD along with the other stakeholders assisting in the TOT process.

THE PROCESS OF TOT

1. Creating infrastructure or utilizing existing infrastructure such as VTIs
2. Creating common platforms for communication and administrative processing⁹
 - a. For Potential Trainers
 - Registration
 - Logistics
 - Assessment and Certification
 - b. For Existing Trainers and Training Bodies
 - Registration (may involve initial fee)
 - Pre-Assessment
 - o Inspection of Standards
 - o Monitoring of Delivery
 - Supplementary training at the establishment
 - Post-Assessment and Accreditation
 - c. For Volunteers
 - Registration/Scheduling
3. Designing TOT modules that are learner-centred, interactive and using multimedia through:
 - a. Establishing learning goals and outcomes
 - b. Observing characteristics of potential applicants such as, government staff, lawyers, community workers, local social workers and other professionals
 - c. Establishing standards/qualifications of potential trainers
 - d. Development of material for TOT
4. Conducting TOT from registration to delivery for potential trainers at established infrastructure, and for existing trainers and training bodies at their establishment
 - a. Ensuring sufficient participation of women as potential trainers in gender-segregated sessions
5. Monitoring and Assessment of potential trainers during TOT
 - a. Ensuring that they have absorbed the objectives and principles of PAO
 - b. Ensuring that they are completely familiar with PAO content and methodology to be used
 - c. Ensuring that they are able to effectively communicate, actively engage, initiate prompt discussion and assess beneficiaries
6. Designing certification and accreditation systems
 - a. Awarding certification of potential trainers after the TOT
 - b. Accrediting of existing programmes that participants of PAO may be involved through assessment of standards by COD governments

CONTENT OF TOT

Based on the learning goals and objectives, the actual content of the modules can be formulated and tailored accordingly. It should include the development of knowledge, skills and attitudes and would also include the responsibilities of trainers. The training should be for a minimum of one week extending to a maximum of three weeks. It may also be spread out over a number of weeks so that participants can have a chance to apply what they learned into practice and bring that experience back to the classroom for verification and discussion.¹⁰

Materials need to be developed along with teaching aids in support of the TOT module to ensure effective and efficient utilization of material. This may include written materials, audio-visual aids, exercises, provision for practice and feedback and finally a system for assessing learning and a certification process. For instance, potential trainers may need extra assistance or information regarding usage of technological aids. This may be developed by the COD government in association with diplomatic missions and local NGOs and SPs.

INVOLVING VOLUNTEERS IN PAO

There are two types of volunteers intended for PAO programmes:

1. General volunteers

General volunteers are envisioned as required participants during the PAO sessions to support the trainer with interpretation and/or translation. Additionally, they can assist with registration, distribution of material, assessment procedures and other activities while the sessions are going on. They do not require particular qualifications as trainers, however, it is advisable that they possess basic education levels and communication skills.

2. Technical volunteers

Technical volunteers, on the other hand, involve those from relevant fields of expertise such as law, banking, healthcare, skills training, fire and safety, who may volunteer or even partner with PAO as resource persons. Technical volunteers help reinforce key messages on their topic and support the trainer in providing an interactive session with their own materials and teaching aids.

Both types of volunteers could be regulated through the same common platform developed for trainers. However, volunteers would typically require this platform to register and schedule their attendance, timings and other logistical information. Technical volunteers may use this to decide their topics, duration and methodology.

To ensure volunteers are included in PAO sessions in a fair and effective manner, they may be given a short overview of their role and responsibilities by the trainer, or by the COD government, and asked to register or provide a commitment form. For technical volunteers, they may be provided with an agreement of expectations and the parameters of their partnership. This should be linked to the original training strategy and model of engagement. They may undergo a short certification course to assess their abilities and knowledge levels. When they are provided with an overview of their duties, it would be essential to include ethical considerations or codes of conduct that they may need to follow as volunteers. After this, they may be allowed to participate in sessions in a gradual manner. For instance, long-term general volunteers that have been part of the process for more than two years may be given the opportunity to become trainers at the same facility.

10. Regional Guide for PDO and the PDO Management System : Working Paper, 2016.

APPROACH OF TOT

The TOT must focus on enhancing learning with focus on providing practical and relevant information to TCWs at PAO. Trainers need to create and gradually develop a positive learning environment and ensure trust by providing translators/interpreters as well as volunteers to assist the TCW in their learning journey upon arrival in the COD.

Potential trainers must have sufficient awareness and in-depth knowledge of TCW issues and labour migration processes.

The teaching methods, communication styles and usage of teaching aids adopted by trainers must consider the following:¹¹

- The decisions made by individuals at different moments in time during the labour migration process
- The age of the TCW and their 'phase' of life, including personal aspirations, responsibilities towards family, lack of support systems among others
- The person's experiences of labour mobility thus far, whether it is for the first time or if the individual has migrated before
- The long-term influence of migration on socio-economic relations in the COO

DOMESTIC WORKERS

When conducting PAO for DWs, it is advisable for Programme Owners and trainers to take into account the nature of their work and the conditions due to which they decided to migrate. A gender-sensitive approach on the part of trainers and facilitators is crucial. This entails a comprehensive understanding of the limitations or barriers that they could face in accessing and participating in PAO programmes.

The DWs may be living-out or live-in, which means they may essentially require different and more nuanced adjustment aids and coping mechanisms. The working and living conditions of DWs are not easily monitored. It is likely that they may also face issues in travelling to the PAO facility or may need to convince their employer to take them to the sessions.

On an interpersonal level, DWs could be apprehensive about partaking in discussions, expressing opinions or even asking questions. Hence the trainer must also understand the pivotal importance of maintaining confidentiality while ensuring DWs are comfortable enough to discuss issues pertaining to their work or living quarters.

11. Kindler, M. (2011). Risk, migration and migrant domestic work: Selected theory and research review. In M. Kindler, *A Risky Business?* Amsterdam University Press.

4.6 MODELS OF ENGAGEMENT

This section suggests various models of engagement based on previously mentioned principles and priorities of conducting PAO programmes. The proposed models are not intended to be comprehensive but rather serve as guides to possible models of engagement with clearly specified mandates for each stakeholder that complements and supplements each other. The methods of conducting each process of design, delivery and monitoring would remain as discussed in the previous chapters.

These models have been classified on the basis of:

- Existence of a primary authority that oversees the design and delivery of the PAO
- First POC for TCWs in the COD
- Power/interest levels of each stakeholder
- Gaps and challenges faced by each stakeholder

The models may be adopted by ADD member states uniformly or differently according to their specific national contexts. However, in a broader sense, coordination among different PAO systems may be possible with independent systems of reporting and feedback within the CIOP.

The coordination and sharing of materials and best practices among ADD member states and partners, is key to learning from one another and in adopting standardized best practices. Such a system should also be designed to be open to inputs by multi-lateral organizations and NGOs.

From the "Background Report for Post-Arrival Orientation in Abu Dhabi Dialogue Countries" and other available literature, it was observed that there exists various modes of designing, conducting and monitoring orientation programmes.

Taking into account the policy environment and socio-cultural considerations of the Gulf countries, this Management System primarily suggests three particular models:

Model 1: Government-based PAO Programme

Model 2: Employer-based PAO Programme

Model 3: Decentralized PAOs



MODEL 1: GOVERNMENT-BASED PAO PROGRAMME

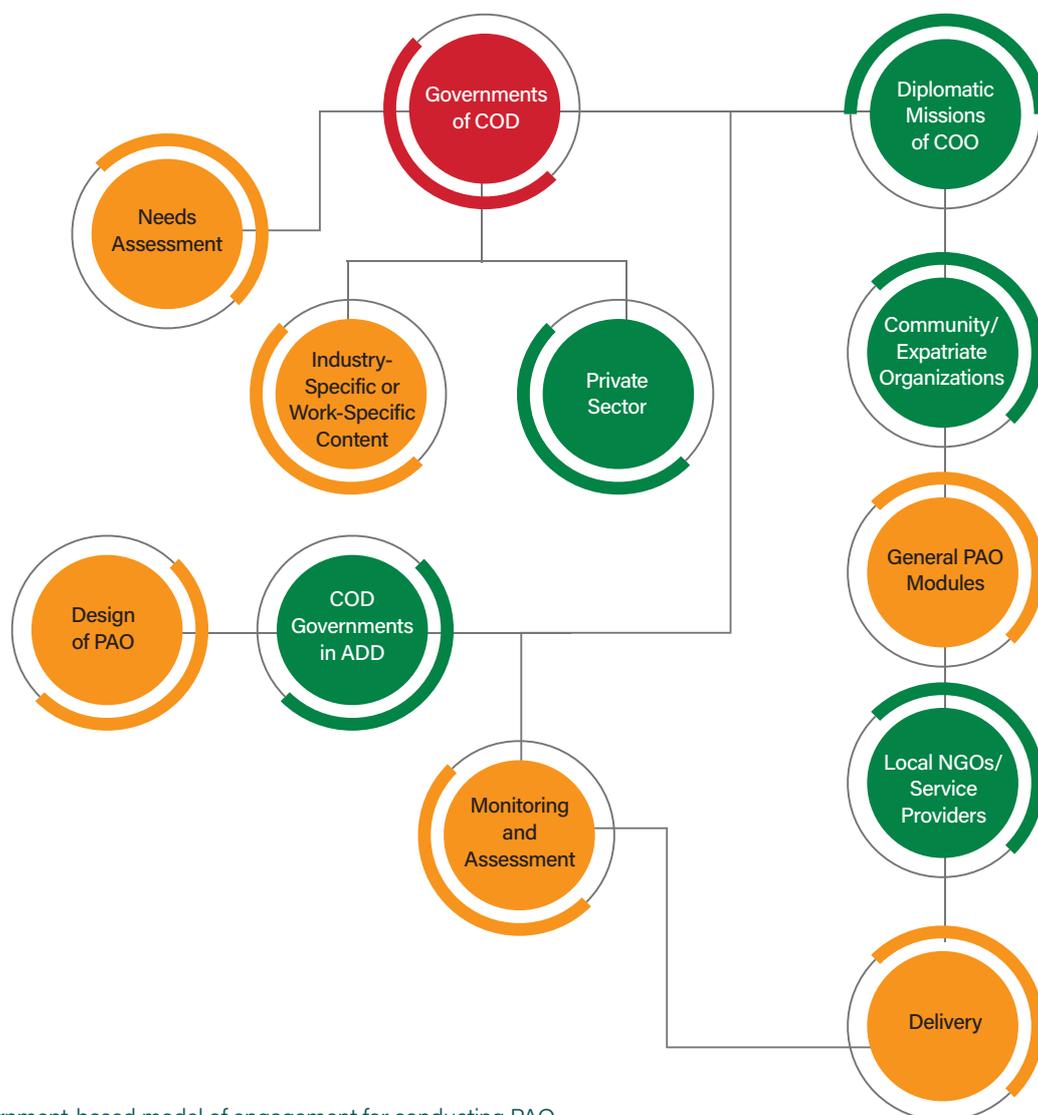


Figure 6: Government-based model of engagement for conducting PAO.
Source: CIOP consultations, 2019

SPECIFICATIONS FOR PAO WHEN GOVERNMENT IS PRIMARY STAKEHOLDER

Government-based PAO programmes have been considered to be one of the foremost methods of conducting PAO programmes. This important role of COD governments to be responsible for PAO, as well as be proactive stakeholders in other TCW orientations (such as PEO and PDO) has been emphasized at various junctures. In a government-based PAO system, the primary authority involved in design, delivery and supervision of all processes from end-to-end is the government of COD. All other stakeholders involved have varying responsibilities and mandates that ensure collaborative processes are undertaken at different steps of the PAO process.

Needs Assessment:

The main authority overseeing the implementation of the needs assessment in the COD is advised to be the government of COD. The assessment may be conducted in close coordination with the diplomatic missions of COO along with community/expatriate organizations. The needs assessment would contribute to the content of general PAO modules. The foundational phase therefore would be accomplished most effectively by community organizations (selected by the COD government) from among their network. The diplomatic missions would also make their selection based upon their own network as well as through the cases they receive. A separate needs assessment may be conducted by the COD government together with the private sector to focus on industry-specific and workplace content.

Design of PAO:

After the needs assessment, the design of the PAO is expected to undergo consultative processes with the diplomatic missions of the COO, local NGOs and SPs and (if necessary) other COD governments in ADD. This is to draw upon the design and implementation experiences of existing orientation interventions conducted by these stakeholders as well as to ensure TCW needs are represented adequately from the needs assessment perspective. Local NGOs and SPs may collaborate with community/expatriate organizations for inputs at the consultative processes. Consultative processes are best done immediately after the completion of the foundational phase of the needs assessment, through an all-member centralized meeting at the relevant government entity of the COD. This would ensure the relevant stakeholders have access to and can voice their concerns at the governmental level through a single-window process rather than approaching separate consultations with different objectives and results.

This stage would include:

- a. Consultative meetings between chosen stakeholders
- b. Decision making of content to be included
- c. Developing and final approval of content, methodology and delivery
- d. Design of resource materials required for the PAO
- e. TOT programmes in association with experienced agencies and SPs, local NGOs and diplomatic missions

Delivery of the PAO:

Once consultative processes have contributed to yielding a suitable programme design, it is recommended that chief stakeholders in the delivery of the PAO would be the COD governments, with support from local NGOs and SPs, appointed by the COD governments. PAO delivery is expected to be a staggered process whose initial phase would contribute to the feedback phase of the needs assessment process. Based on exhaustive studies, it has been deduced that utilizing existing infrastructure and resources by the COD government at their perusal or creating new infrastructure as deemed necessary for the following phases of implementation can aid in promoting positive results. Trainers would be government-appointed staff in collaboration with staff from local NGOs and SPs that have undergone the TOT process.

Monitoring and Assessment:

During the implementation/delivery of the PAO, monitoring, assessment and reporting of the PAO programme should be conducted by the COD government. They, in turn, would be invited to consider stakeholders that could assist in this process, especially in terms of garnering feedback from TCWs. The assessment of PAO would occur during the sessions, gleaned from trainer and volunteer feedback. The monitoring of PAO would occur throughout the implementation process with regular consultative meetings between participating stakeholders, so that required changes may be put in place between the various implementation phases.

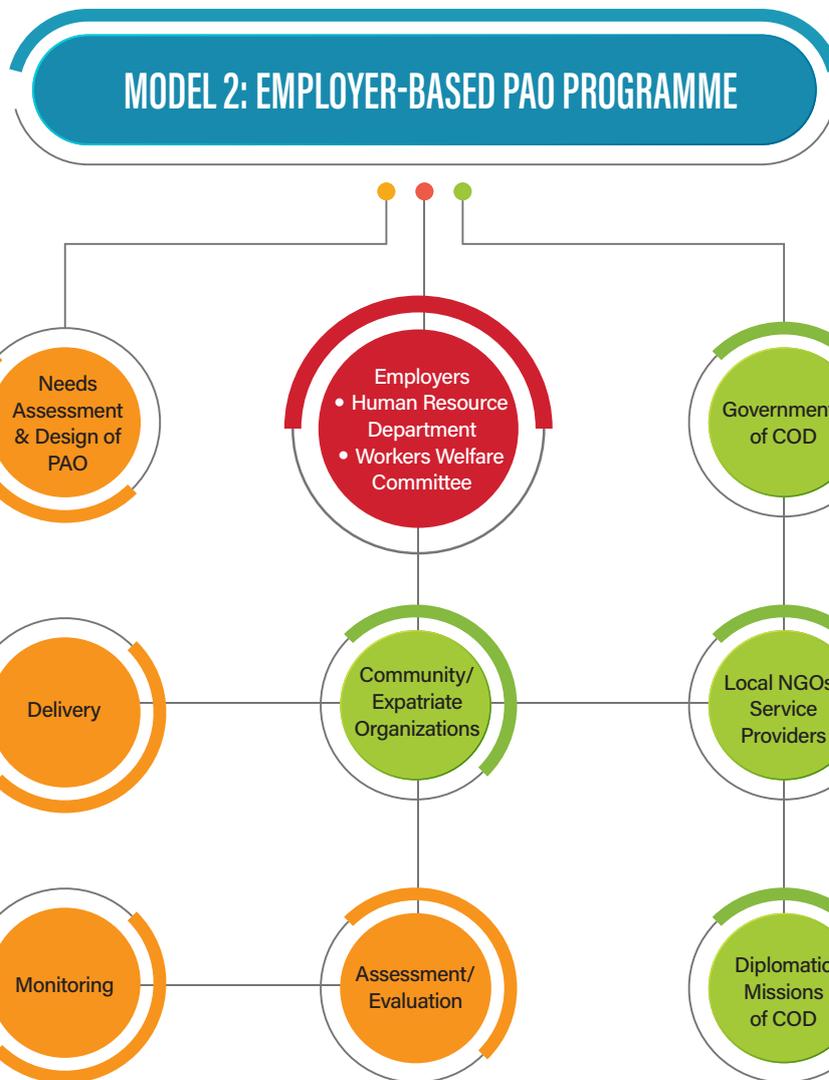


Figure 7: Employer-based model of engagement for conducting PAO.
Source: CIOP consultations, 2019

SPECIFICATIONS FOR PAO WHEN THE EMPLOYER IS PRIMARY STAKEHOLDER

The TCW's employer is considered to be the primary stakeholder responsible for the TCW in the COD since they also happens to be the first POC, that is, the stakeholder that interacts the most with the TCW. The employer is also generally expected to impart the working and living conditions for the TCW in an adequate manner.

Employer-based PAO programme would typically be based at the workplace, with the relevant facilities and resources provided by the employer at no cost to the TCW. The human resource department and workers welfare committee or any other similar body in the company would be the primary authorities in charge of the PAO programme.

Needs Assessment and Design of PAO:

The main authority overseeing the needs assessment and design of the PAO would be the employers. The needs assessment would be conducted by surveying and interviewing experienced workers as well as recent appointees to gain a comprehensive understanding of their needs. Within the company, it will be the human resource department and workers welfare committee or any other similar body that will be responsible for the task.

The results of the needs assessment could also be used to make changes to any existing PAO interventions run by the HR Department. Additionally, the results may also be shared with the COD government who would then provide standardized designs for PAO that have been created separately during the initial foundational phase. Through consultative processes between the two stakeholders, the content, methodology and delivery of the PAO programme may be tailor-made for the company's size, capacity and available resources.

In this model, the TOT programme would be conducted by the COD government separately for trainers representing the employer and local NGOs and community/expatriate organizations involved. Resource materials and training kits are to be developed by the employer based upon COD governments guidelines as well as their own specific corporate requirements.

Delivery of the PAO:

The delivery of PAO at the workplace may be conducted by the employers in association with community/expatriate organizations as well as local NGOs and SPs. Trainers representing the employer would be responsible for conducting the PAO and in involving mentors/'buddies' (experienced TCWs or long-term employees of the company).

Local NGOs and SPs and community/ expatriate organizations would also be involved as volunteers or trainers of specific modules to address barriers to language and communication, as well as support trainers in delivering key PAO information. The involvement of these stakeholders would also assist newly arrived TCWs to establish support systems within the COD.

Monitoring of the PAO:

Monitoring of the PAO would occur concurrently with its implementation. The authorities that would be responsible for monitoring the implementation and due diligence of employers, is advised to be the COD government and the diplomatic missions of the COO.

This form of collaboration is essential in ensuring all TCWs have access to and are attending the programme. Reporting mechanisms for private companies to ensure the same system applies can be established and it could also include the monitoring of PAO programmes as part of labour inspections.

Assessment/Evaluation of the PAO:

Assessment and evaluation of the PAO programme would be conducted as in-class sessions of feedback, as well as by reporting from grievance mechanisms from labour help desks, hotlines and other services. Understanding the effectiveness and usability of PAO for TCWs require the involvement of other stakeholders, as deemed necessary by COD governments.

This would be performed through assessment results during the sessions, evaluation reports from different stakeholders as well as from feedback given by TCWs.

MODEL 3: DECENTRALIZED PAOS

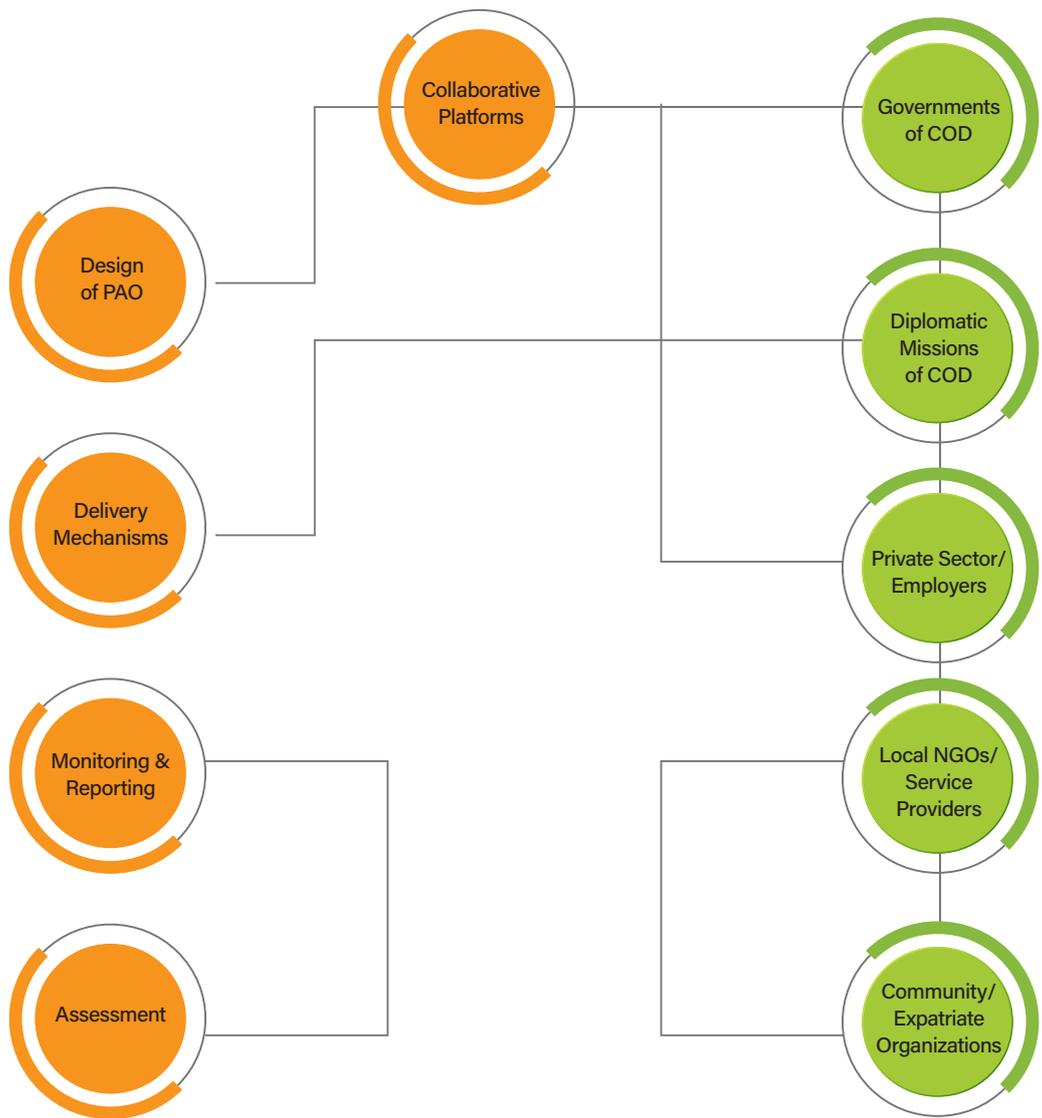


Figure 8: Decentralized model of engagement for conducting PAO.
Source: CIOP consultations, 2019.

SPECIFICATIONS FOR PAO WHEN IT IS DECENTRALIZED

The final model is a decentralized approach which signifies that there is no one primary authority in the implementation of PAO. Implementation of the entire process would be through the creation of a collaborative platform in the COD for this very purpose. Delivery of the PAO could also be a series of individual programmes across the COD following standardized practice and procedures. However, the resources and outreach of the PAO may be shouldered separately by stakeholders.

Collaborative Platforms

Collaborative platforms may take the shape of:

- A separately created institution/committee which has internal procedures in place
- An online system of communication, registration, reporting and functioning
- A consultative process instituted for the implementation of PAO

The platform could include the government of COD, diplomatic missions of COO and employers based in the COD. The platform would primarily be utilized in the designing of PAO and also as a monitoring and reporting mechanism for the COD government. The collaborative platform also assists the COD in ensuring compliance and due diligence in PAO by both the diplomatic missions and the employers.

Governments of COD:

The government of COD should typically be in charge of creating and overseeing the collaborative platform within the COD. However, within the PAO programme, it may particularly oversee the design of the PAO in association with diplomatic missions and employers of TCWs. Based upon the monitoring and evaluation reports, it facilitates the process of change in the design of the PAO, as necessary.

Diplomatic Missions of COO:

Missions have a larger role to play in a decentralized system, as they would be involved in the design, delivery and assessment of the PAO. PAO programmes may be conducted at the Missions but the material itself would be designed through a collaborative platform. This ensures all Missions have a standardized set of information and procedures for the PAO.

Employers:

Employers of TCWs are involved in the design, delivery and assessment of the PAO programme. They may hold PAO programmes at the worksite based on standard PAO modules as prescribed by the collaborative platforms. They may also assess the relevance and effectiveness of the PAO programme as necessary.

Local NGOs and SPs:

Local NGOs and SPs would primarily be utilized for the delivery of PAO.

Community/Expatriate Organizations:

Community and expatriate organizations would be involved in the delivery of PAO as well as in contributing to the design of the modules.

PROCESS OF THE PAO

The goal of decentralization is to increase the efficiency at which the PAO programmes can be designed and delivered in time. It also serves to reduce any financial costs that may arise by creating the required infrastructure for the PAO programme.

Hence, the entities conducting the PAO programme should be included in a robust system of monitoring and reporting. They would also require a standardized policies and procedures on facilities, budgeting and programme elements. Consequently, the COD government would need to step in as the primary authority that prescribes these set of standards.

The design process of the PAO would include a guide for the TOT process as well. This is because other stakeholders are expected to conduct the PAO and it is vital to ensure that high-quality standards remain similar across stakeholders, industries and different target groups of TCWs. The design process would involve COD governments, diplomatic missions as well as employers involved in the aforementioned activities as part of the overall collaborative platform.

In the delivery phase, the expected collaborations are the (a) PAO of diplomatic missions being conducted by different community/expatriate organizations of their country; and (b) PAO of employers being conducted in association with local NGOs and SPs at the workplace. This ensures that workers are made aware on separate topics at two levels – personal and professional.

- a. The selection and certification of community/expatriate organizations and local NGOs and SPs needs to be closely observed by the COD with inputs provided through the collaborative platform since all the missions and private sector organizations are mandatorily expected to provide PAOs to their TCWs. This would also ensure that only organizations that have the capacity to conduct PAO programmes efficiently and effectively would be involved in the PAO process.
- b. While allowing a decentralized system of PAO would undoubtedly assist all stakeholders in providing cost effective PAO programmes, the impact it would have individually on each stakeholder needs to be assessed since the PAO programme in itself would be at different priority level to each stakeholder. They, in turn, should be able to handle the PAO programme with the intended capacity while ensuring that the programme stays as a mid-level to high priority programme, depending upon their role in the process.

Assessment of the programme during its implementation stage will be conducted by parties delivering the PAO. Primary stakeholders who are well-positioned to observe behavioural changes in TCWs along with any trends, would be invited to provide feedback to the COD government. The Assessment process of PAO would not directly contribute to the collaborative platform. It would instead feed into the monitoring and reporting procedure.

Monitoring and reporting of the programme is based upon assessment reports submitted on the collaborative platform and would be deliberated by the stakeholders involved in the design, namely the COD government and other stakeholders. The consequent changes recommended would contribute into the design of the PAO.

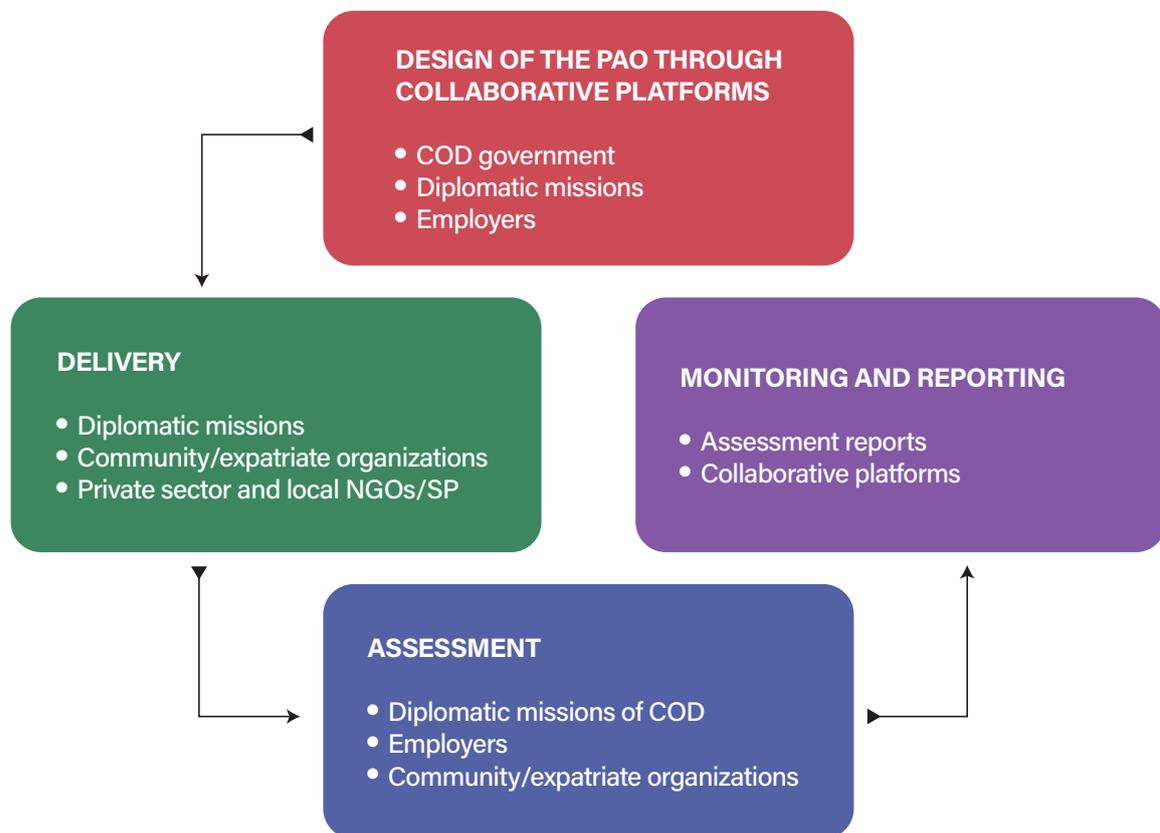


Figure 9: Process of the PAO.
Source: CIOP consultations, 2019

5. CONCLUSION

This Regional Guide and Management System has provided ADD member states with a comprehensive approach to enable TCWs to integrate into the CODs they have chosen to migrate for employment. The PAO modules provide practical tools to ensure that the transition to a new country is smooth and seamless.

The PAO builds upon the rich experience gained from both PEOs and PDOs. It is expected that having undergone each of these stages, the beneficiaries would be in a better position to know what it takes to make life in COD richly rewarding at a personal and professional level.

The modules listed in this Regional Guide provide an overview of the laws and regulations, as well as offer practical tips and guidance on how to navigate the COD. The awareness of these laws are expected to help the beneficiaries gain a clearer understanding of their rights and obligations. They will know their rights, how to access grievance mechanisms and will also be told about their duties to abide by their employment contract as well as the laws of the land.

Alongside these modules are the six key components of the management system. These key components act as a reference point for PAO Programme Owners who seek to establish an effective and sustainable PAO programmes.

This Regional Guide and Management System also recognizes that TCWs are not just individuals in search of better employment opportunities, but rather they play a fundamental role as goodwill ambassadors of their COOs. It is for this reason, their participation in the labour migration process has the added incentive in boosting ties between CODs and COOs.

ANNEX 1

EXCERPT FROM THE GUIDE FOR EMPLOYERS OF CONSTRUCTION WORKERS IN NEW ZEALAND PUBLICATION (MINISTRY OF BUSINESS, INNOVATION AND EMPLOYMENT)

Here are some things people from different cultures say about the way they work.

If you know how different cultures like to work, it can help you to better understand and supervise your migrant workers when they first arrive. In fact everyone on your worksite can benefit from knowing a bit about these differences.



ANNEX 2

SAMPLES OF 'CONTENTS REGARDING RIGHTS OF TCWS' FREEDOM OF MOVEMENT (PATAGONIA , 2014)

(FOR ILLUSTRATIVE PURPOSES ONLY)

Freedom of Movement

- **Drinking water**
Supplier shall not restrict access to drinking water inside the place of production or supplier provided facilities and accommodation.
- **Curfew**
Supplier shall not impose curfews or geographical limits on TCW's movement beyond supplier- provided accommodation. Except where necessary for privacy or safety, supplier shall not restrict or limit visitors to TCW's accommodation
- **Personal leave**
TCWs shall be free to return to their home country during periods of annual or personal leave without having to pay any form of deposit, and free from the threat of termination or other penalty.
- **Supplier shall** not prevent any TCW from contacting his or her sending (or home) country Embassy or Consulate.

Harassment, Abuse, and Discipline

- **Respectful Environment**
Supplier shall ensure the workplace is free of any form of harsh, abusive, or inhumane treatment. The use or threat of physical or sexual violence, harassment and intimidation against a TCW, his or her family, or colleagues is strictly prohibited. Frontline supervisors and managers shall receive ongoing training on positive management techniques.

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