

REGIONAL GUIDE AND MANAGEMENT SYSTEM  
FOR PRE-DEPARTURE ORIENTATION IN ABU DHABI  
DIALOGUE COUNTRIES

04





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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
AIDS	Acquired Immunodeficiency Syndrome
BEOE	Bureau of Emigration and Overseas Employment
BNP2TKI	Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia
CIOIP	Comprehensive Information and Orientation Programme for TCWs
COD(s)	Country/Countries of Destination
COO(s)	Country/Countries of Origin
CP	Colombo Process
CSO	Civil Society Organization
DFA	Department of Foreign Affairs
DoFE	Department of Foreign Employment
DOLAB	Department of Overseas Labour
DOLE	Department of Labor and Employment
DW	Domestic Worker
FEPB	Foreign Employment Promotion Board
FAQ	Frequently Asked Questions
HIV	Human Immunodeficiency Virus
IEC	Information and Education Campaigns
ILO	International Labour Organization
IOM	International Organization for Migration
KSA	Kingdom of Saudi Arabia
MOFA	Ministry of Foreign Affairs
MOFCOM	Ministry of Commerce
MoLE	Ministry of Labour and Employment
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs and Disabled
NGO	Non-Governmental Organization
OFW	Overseas Filipino Worker
PAO	Post-Arrival Orientation
PDO	Post-Departure Orientation
POEA	Philippines Overseas Employment Administration
TOT	Training of Trainers
TCW	Temporary Contractual Worker
TVET	Tertiary and Vocational Education Training
TVEC	Tertiary and Vocational Education Commission

# 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).<sup>1</sup> 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 3rd ADD 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.

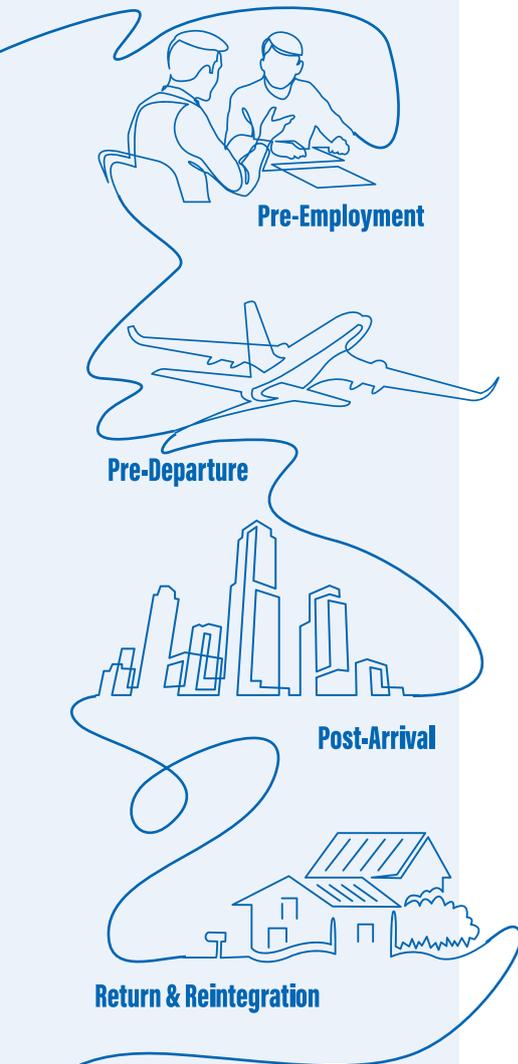


Figure 1: Four phases of the labour mobility process.

PDO-related information refers to interventions which enable prospective TCWs to better understand the adjustment period, life and work in the COD along with providing guidance on ways to access support channels and grievance mechanisms.

1. 2010, De Haas, H. 'Migration and Development: A Theoretical Perspective. International Migration Review', Vol 44 (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.

Pre-Departure is understood as the stage where outgoing TCWs are preparing for their journey to the COD.

To support ADD member states, this Regional Guide and Management System, firstly proposes a series of PDO modules that have been designed to contribute to the establishment of a standardized framework for conceptualizing and implementing PDO programmes across COOs. Accompanying the set of PDO modules, this Management System provides COOs with a general operational framework to support the effective administration and governance of PDO.

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 PDO with PEO and PAO programmes under CIOP.

The information and recommendations included in this Regional Guide and Management System is best read in conjunction with the "Background Report On Pre-Departure Orientation in Abu Dhabi Dialogue Countries".

## STRUCTURE OF THE REGIONAL GUIDE AND MANAGEMENT SYSTEM

This Regional Guide and Management System is composed of three main parts.

**Part one** focuses on the Regional Guide of PDO modules by cross-cutting themes at each level. At the personal and individual level, it looks at travel, impact on health, relationship with families, relationship between employer and employees as well as matters related to personal safety.

It also touches upon macro-level issues such as impact of migration remittances and movement of labour on economic development of the COOs and CODs, security issues, labour market development and impact on societal identities.

**Part two** elaborates on Key Components that are useful for consideration while developing a management system for PDO.

**Part three** includes concluding remarks that comprise recommendations on moving forward, particularly to ensure robust, flexible and collaborative PDO networks.



# EXECUTIVE SUMMARY



## EXECUTIVE SUMMARY

Many TCWs leave their homes in search of a better income and life for themselves and their families. Similarly, many CODs have opened their doors to TCWs, enabling them to take up employment opportunities. This symbiosis is beneficial for both COOs and CODs. However, the situation also opens up new challenges at the workplace for TCWs and their employers in the CODs such as, what is to be done when a worker is either ill-informed or unprepared for living and working abroad.

This Regional Guide and Management System has been developed to set a harmonized reference for PDO modules along with key considerations for a related management system for COOs with nationals going to ADD CODs for foreign employment.

Drawing from the rich experiences of COOs, it aims to harmonize information and ensure the effective delivery of PDO to outward-bound TCWs. With countries having different experiences in the content and conduct of PDO, the proposed Regional Guide is structured to facilitate customization and adaptation to different working contexts and realities as well as country-specific conditions, if any.

### REGIONAL GUIDE OF PDO MODULES

The proposed PDO modules aim to address information needs of outgoing TCWs regarding the differences in labour policies, culture, values, socio-economic conditions and even migration procedures amongst ADD member states. With the TCWs equipped with the correct information, more harmonious relations can be fostered between them, their employer and the respective communities in which they reside. Additionally, bilateral relations between the COO and the COD will further be strengthened.

## Overview of PDO Modules

The following modules are recommended to be included in PDO:

### The Modules

1. Understanding the Work Environment, Culture and Living Conditions in CODs
2. Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of CODs
3. Awareness of Human Rights and Gender Dimensions of Migration
4. Remedies in Cases of Distress and Crisis Situations
5. Health Management while Working Abroad
6. Management of Earnings and Remittances
7. Travel and Security Reminders
8. Reintegration

Figure 3: Eight modules of PDO.

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

## PDO MANAGEMENT SYSTEM

The PDO is just one component among others to help TCWs adjust to working overseas. It is helpful to view PDO in the context of a management system in order to yield the best results for individual TCWs, COOs and CODs as well. This Management System is simply a conceptual tool or framework that highlights the different roles and actions by various stakeholders necessary for serving the information needs of TCWs at the pre-departure phase.

This Management System has been developed to assist member states in the conceptualization, implementation, monitoring and evaluation of PDO. The proposed system draws from the rich experiences of member states in the delivery of PDO.

The experience from this collaborative engagement aims to facilitate broader cooperation among member-states in other TCW-related education and training programmes. In addition to the formulation of the PDO module itself, successful implementation of the proposed regional PDO modules for lower-skilled labour requires a multi-stakeholder support infrastructure in COOs in collaboration with COOs.

### KEY COMPONENTS

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

### 1. NEEDS ASSESSMENT OF PDO

It is advisable that needs assessments are regularly conducted to ensure that any changes in the labour migration landscape are noted. Such an exercise needs to identify the needs and broader environment of the targeted outward-bound TCWs, employer groups, service providers like government and Non-Government Organizations (NGOs) as well as take stock of available resources for PDO.

### 2. INSTITUTIONAL MANDATES FOR PROGRAMME OWNERS

The development of PDO largely rests on the institutional capacity of member states to implement, manage, monitor and sustain the programme. The institutional mandates relating to PDO tend to be two-fold: (1) facilitating overseas employment; and (2) safeguarding the well-being of TCWs.

One of the key issues to be considered is which national agency is best suited to oversee the delivery of PDO in terms of mandate, resources and technical know-how. It is recommended that PDO not be organized or developed separately from other training programmes for TCWs.

Institutions responsible for designing, delivering and monitoring of PDOs differ from country to country. The most common format consists of both government and private sector participating in the delivery (and at times, in the designing) of the programmes.

*PDO must be managed by the most-suited national agency, in terms of mandate, technical expertise and resources.*



### 3. DESIGN AND DELIVERY OF PDO

PDO programmes are carried out not only for all workers but also for different categories of workers heading towards a variety of countries. This understanding, combined with the needs assessment, will serve as the basis in the designing of PDO.

There are five primary components of a PDO design:

**1. Learning Outcomes:** What will the beneficiaries know, understand and be able to do as a result of attending PDO? What skills do outward-bound TCWs expect to learn from PDO?

**2. Learning Materials:** What materials will help address the learning outcomes? What are suitable materials to target these groups?

**3. Trainers and Service Delivery Providers:** Who will facilitate PDO and what organizations will be qualified to run a PDO?

**4. Approaches and Methods:** What are the appropriate methods and approaches to attain the learning outcomes that are best suited to target TCW groups?

**5. Logistics:** When and where is the venue for PDOs? How long should they be held? How large should the class size be?

### 4. MONITORING AND EVALUATION OF PDO

It has been noted that the technical mechanisms for effectively assessing PDO is not necessarily present in all COOs with formal PDO programmes. It is recommended that an evaluation takes place at the end of PDO, which, ideally, needs to be conducted at many levels. For example, the Kirkpatrick Four-Level Training Evaluation Model<sup>2</sup> is useful in evaluating impacts at a reactive, learning, behavioural and results level of analysis.

### 5. TRAINING AND ACCREDITATION

The effectiveness of PDO depends heavily on the knowledge and skills of trainers. Thus, TOTs should rely on specific educational experience, certified knowledge on the information to be conveyed, requisite educational skills and familiarity with digital technology.

This is key towards ensuring that PDO remains robust and useful in providing relevant information. Additionally, COOs are encouraged to promote the standard qualifications of trainers, as well as provide support for their continued training.

PDO service providers should also demonstrate experience in handling information programmes for prospective TCWs. They should have highly trained staff and the capacity for developing and producing relevant learning materials.

Regular monitoring and assessment of such institutions should be in place in order to foster and guarantee programme quality.

2. 2007 (0701), D, Kirkpatrick. 'The Four Levels of Evaluation.' Info line, tips, tools and intelligence for trainers. pp.1-16

## 6. POLICY OF PDO

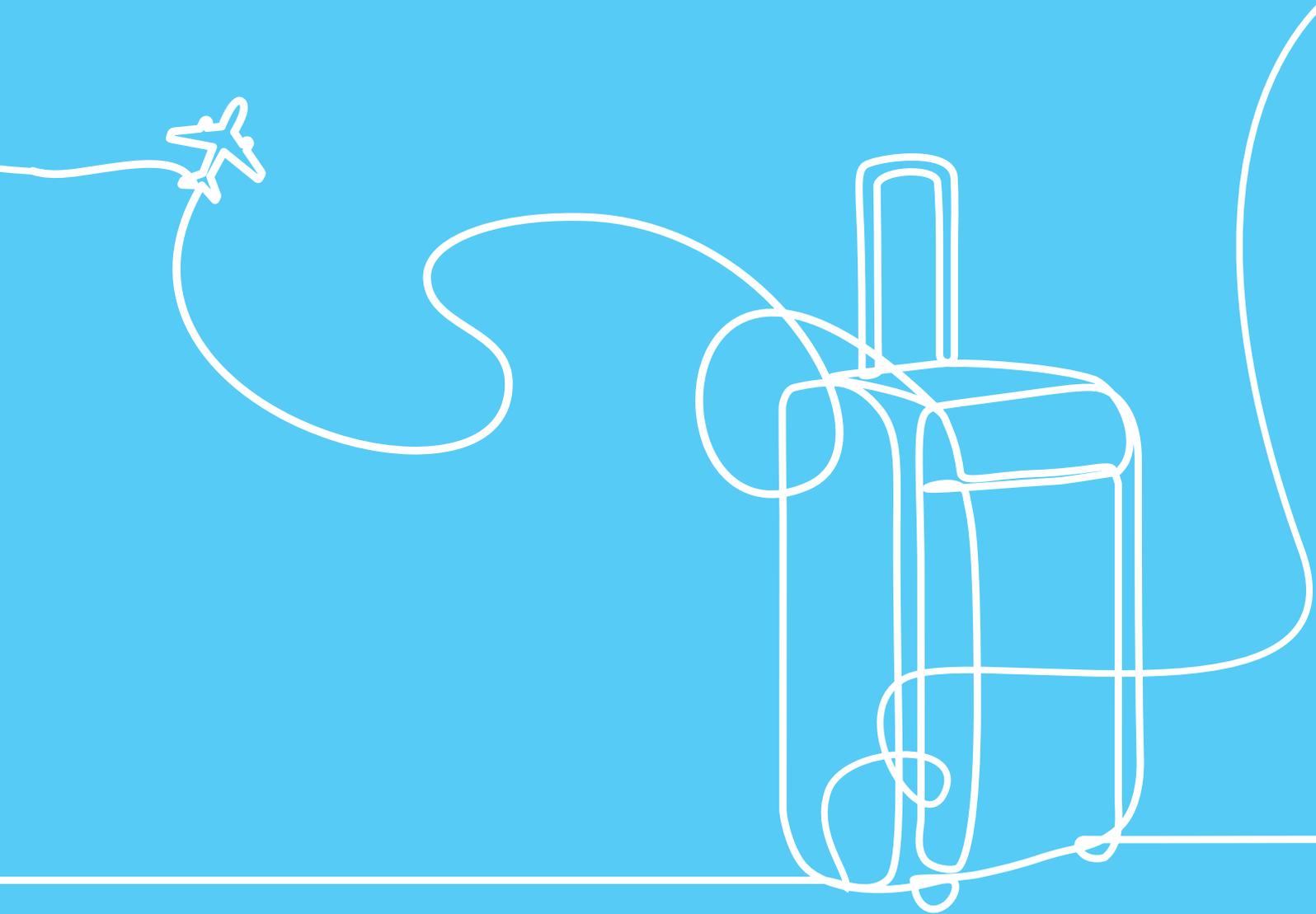
The PDO Management System will need to attend to the provision of standard facilities, regulated fees, duration of the sessions and frequency of delivery. These components will rely heavily on:

1. Types of TCWs
2. The learning objectives
3. Resources of the beneficiaries, governments and PDO service providers





# REGIONAL GUIDE OF PDO MODULES



*Distinguishing between first-time TCWs and beneficiaries with experience, is helpful in PDO design and delivery.*

# 1. REGIONAL GUIDE OF PDO MODULES

This Regional Guide with its proposed set of PDO modules is intended to support capacity building for overseas TCWs, enabling them to be well-prepared with the correct information for their respective CODs. It is also a tool for trainers who have some background, experience and understanding of issues related to different aspects of the TCWs' lives.

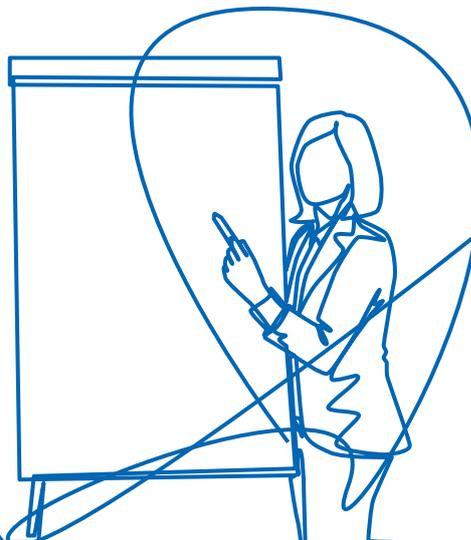
Despite its significant contributions, it has been noted that PDO can still be strengthened in order to promote decent and productive employment of TCWs abroad. Importantly, PDO can be further harmonized with interventions at both the pre-employment and post-arrival stages. Such efforts would benefit from being concretized in terms of shared responsibilities and stakeholder commitment in COOs and CODs. It is hoped that the proposed PDO modules would bridge not only the information gap of TCWs but also generate commitment towards continued learning and understanding among all stakeholders in labour migration.

In order to do this, PDO would be most effective when it is less generic and more country-specific as well as occupation-specific in some cases (that is, household and construction workers and others). The duration and content of a PDO will need to focus on the type and skill-level of the worker to be given the orientation and also, if the worker is a first-timer or a veteran to the COD. There may be a need to have customized modules for more vulnerable TCWs so as to empower them against any exploitation and abuse.

PDO module development can be made more robust by: COD inputs, in terms of contributions to the design and partial delivery by COD resource persons); use of digital technology for 'blended' learning for short PDO sessions; better trained trainers and service providers to deliver the specific contents of the PDO programme.

## 1.1 OBJECTIVES OF THE REGIONAL GUIDE

- To provide a generic reference to ADD member states on PDO modules
- To equip PDO trainers with a comprehensive reference on the essential topics of coverage
- To contribute towards enhancing the level of PDO of outward-bound TCWs



## 1.2 TOPICS COVERED BY THE GUIDE

### PDO Modules

1. Understanding the Work Environment Culture and Living Conditions in COs

2. Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of COs

3. Awareness of Human Rights and Gender Dimensions of Migration

4. Remedies in Cases of Distress and Crises Situations

5. Health Management while Working Abroad

6. Management of Earnings and Remittances

7. Travel and Security Reminders

8. Reintegration of TCWs

Table 1: Recommended PDO contents (for TCWs) in ADD COOs.  
Source: CIOP data collection, 2014/2015.

## 1.3 GUIDELINES AND CONSIDERATIONS

Throughout the modules, the following fundamental principles and cross-cutting themes are observed:

- a. TCWs are entitled to the protection of their basic human rights as well as their labour and gender rights
- b. Amidst a different set of laws and culture, TCWs should learn to exercise their rights while fulfilling their legal and moral obligations responsibly
- c. The possession of knowledge, information and necessary skills is key to the ability of TCWs to prevent problems and understand solutions
- d. The employment contract is a central source of reference for the recruitment of TCWs, especially when it comes to their rights and obligations at the work place. All of this relates to relevant laws of the COO and the COs, and serves as the basis of the contractual relationship between employees and their employers
- e. Health is crucial for TCWs when abroad, as any issues of health can affect the working and living conditions of a TCW
- f. Family is a central beneficiary of foreign labour migration. Any situation of conflict arising out of TCWs not fulfilling their respective obligations can affect not only the TCW, but also family members

*Involving relevant experts and real-life examples or situations makes PDO more practical and useful for beneficiaries.*

- g. Whether it is out of their own free will or by force of circumstances, the TCW's return to their COO is inevitable. Thus, planning for productive reintegration is recommended to start right from the point of departure
- h. TCWs must understand and make efforts to avoid situations of vulnerability, in order to ensure successful labour migration experience for all stakeholders

## 1.4 CUSTOMIZING THE MODULES

Sessions are identified with their corresponding topics and can be used to design and PDO. However, they are not prescriptive since they are designed to be "shaped" by specific contexts and beneficiaries' needs.

These should be identified right at the start of the process even before orientation commences. This analysis can be used to make the training more relevant, useful and interesting to outward-bound TCWs by incorporating local sources of information, experts and contacts.

Module and session presentation durations are indicative only. In particular, time taken for discussions and other training activities can vary enormously depending upon the participant's background. It would be beneficial to have this knowledge prior, in order to plan effective PDO delivery.

PDO sessions could also be supplemented with the use of an e-Learning platform and other digital materials along with printed materials like brochures and pamphlets that can be used as reference.

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

- Training sessions should be learner-centered. Skilled trainers directly involve participants and ensure that they take ownership of their own learning. The training methodology should be hands on, that is, the participants are given the opportunity to experience things through role-plays, case studies, problem-solving activities, games, debates, and other activities.

Often PowerPoint presentations are used to highlight relevant topics. Student handbooks can also be provided to ensure that whatever knowledge is presented is actively assimilated by the participants.

Questions are encouraged while opportunities for evaluation and follow-up should be built into the training modules. It is important that trainers be sensitive to cross-cultural issues that may challenge the participants' own cultural values and traditions.

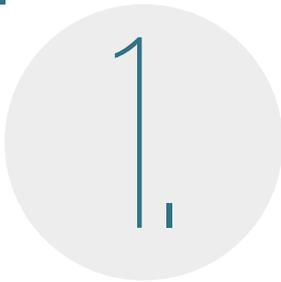
- Session structure should be flexible enough to accommodate the beneficiaries' questions, suggestions and general discussion which they identify to be most relevant to them. Visuals are also very important.
- Input from local, regional and international experts covering relevant ministries, regional agencies and institutions, NGOs as well as the private sector could make the PDO topics relevant, accurate and up to date. Trainers from the COD can also be used to animate sessions on culture, rights, laws so that information is delivered together with real-life insights.

## 2. PDO MODULES

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

### MODULES DESCRIPTION

- 1. Understanding the Work Environment, Culture and Living Conditions in CODs**  
Expectation setting for foreign employment; Social practices, language, and dimensions of culture. Implications of culture and context to living and working environment; Basic language phrases to start with; Consequences of culture shock and remedies. In all the instances, context-specific information is required.
- 2. Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of CODs**  
Rights and obligations of workers and employers inherent in their employment contracts; Remedies contained in the contract; Legal remedies to common problems as provided by national laws and regulations (COO and COD); Codes of discipline for workers.
- 3. Awareness of Human Rights and Gender Dimensions of Migration**  
Overview on human rights and gender dimensions of TCWs. Common labour and welfare cases along with their remedies; Irregular migration, human trafficking and illegal recruitment.
- 4. Remedies in Cases of Distress and Crisis Situations**  
Introduce various risks, distress and crisis situations encountered during migration; Local institutions and offices dealing with such crises; COO (via embassies) programmes for dealing with context-specific crises and distress situations; Common distress cases and their remedies.
- 5. Health Management while Working Abroad**  
Pre-departure requirements in terms of vaccinations and tests; Health rules and agencies in COD; Occupational health and safety at the workplace; Common health risks at COD along with their remedies; Preventive personal wellness at COD.
- 6. Management of Earnings and Remittances**  
Guide workers on how to remit to their families; Remittance rules and regulations at COO and COD; Channel alternatives for remittance; Basic budget planning with family; Savings and investments.
- 7. Travel and Security Reminders**  
Do's and don'ts at the airport departure, in-transit, and upon arrival; Travel documents and their security; Planning for common security emergencies and risks.
- 8. Reintegration of TCWs**  
Changes and challenges; Personal adjustments; Socio-cultural and economic considerations in return and reintegration.



## Module 1 | Understanding the Work Environment, Culture and Living Conditions in CODs

TCWs may experience anxiety over having to deal with an unfamiliar environment, which can be a source of stress and anxiety. This can lead to negative consequences both in the workplace as well as in day-to-day life in society. It is important for any TCW to have an understanding of the COD's culture and environment. For the COO, TCWs are not only seen as workers needing protection but as 'goodwill ambassadors'!

This module focuses on supporting beneficiaries to manage cultural differences in both the workplace and the communities within COD. They also further understand positive employer and employee expectations, conducive corporate culture and how to ensure positive values towards good performance. Common problems and remedies are featured, with different coping mechanisms presented to deal with stress and anger. The module also provides an overview on the regulations for legal stay in the COD. It also enumerates programmes implemented by some CODs with regards to TCW's adjustment in the new country.

<p><b>Module Description</b></p>	<p>This module aims to discuss the array of different socio-cultural norms and practices of CODs, or a relevant COD. It also looks at how these can be manifested in behaviour at both the workplace and the community, presenting an overview of different cultural customs and norms to be expected. The module further discusses the working culture observed in the Gulf region and how these cultural behaviours may affect worker safety, common labour and welfare cases arising from cultural differences and behaviour</p>	
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Identify different cultural and social practices, beliefs and norms prevailing in the CODs and how these may affect adjustment and adaptation</li> <li>▪ Describe the behaviours expected of them in the CODs along with the expectations that employers may have with regard to co-worker values, norms and behaviour</li> <li>▪ Be informed of the working practices, legal aspects and adjustment programmes available for TCWs</li> <li>▪ Be motivated to find out more about the COD and its people</li> <li>▪ Learn how to use basic language phrases for adjusting in the COD</li> <li>▪ Explain how to effectively manage cross-cultural interactions</li> </ul>	
<p><b>Duration</b></p>	<p>1 to 4 hours</p>	
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation or flipcharts</li> <li>▪ Caselets</li> <li>▪ Exercises</li> <li>▪ Resource materials (examples of illustrations highlighting customs and norms in the CODs)</li> </ul>	
<p><b>Learning Assessment</b></p>	<p>Conduct pre-PDO test for knowledge assessment on the module topic and a post-PDO test afterwards ascertains what they have learned. For the post-PDO, it might be more fun if the quiz is given in a contest-format whereby the group getting the highest number of correct answers wins the top prize. It is also suggested that a post-PDO test can be conducted three months after as part of the module.</p>	
<p><b>Materials and Equipment</b></p>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed Information and Education Campaign (IEC) materials</li> </ul>

## Essential Takeaway Messages

- Importance of gaining deeper understanding of how culture and religion produce behaviour, norms and customs
- Such an understanding as stated above would help TCWs manage culture shock and allow them to integrate themselves better into their environment
- Coping skills are needed for adjustment to be made easier
- Knowing more about the differences as well as to learn why such differences enable the TCWs to voice their difficulties and handle the differences
- Conflicts may be handled better through better understanding of the culture of others CODs

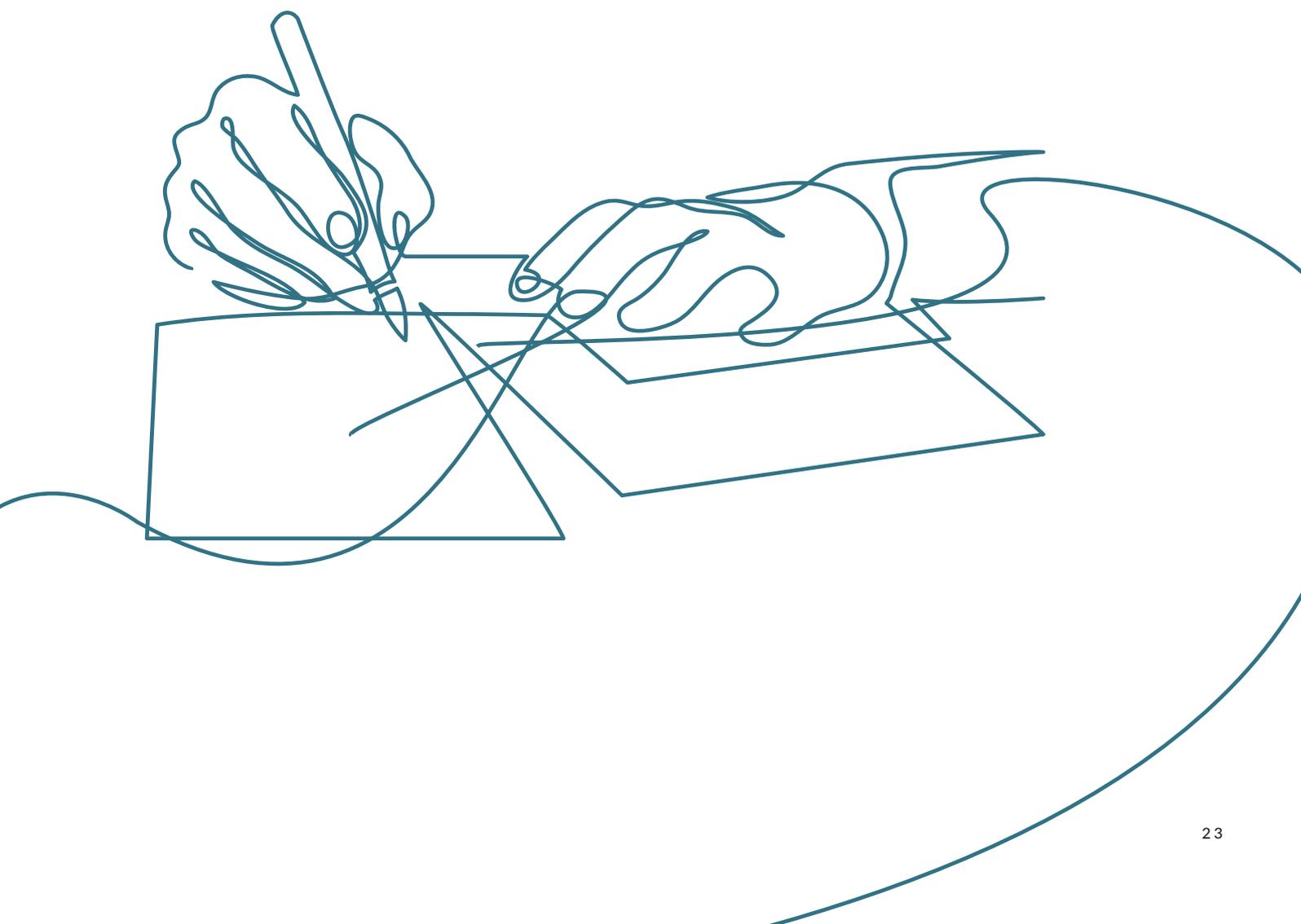


SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Culture in the COD</b>	<ul style="list-style-type: none"> <li>▪ Significant customs and traditions from COD's culture</li> <li>▪ Social norms and family matters</li> <li>▪ Managing value conflicts</li> <li>▪ TCW expectations from employers and co-workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gauge participants understanding of the COD culture</li> <li>▪ Caselets of TCW's practices that may not be acceptable, or even misunderstood by the employer</li> <li>▪ Audio-visual presentation</li> <li>▪ Role play exercise</li> <li>▪ Group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on norms and practices</li> <li>▪ Pamphlets and brochures detailing proper decorum for TCWs in the region</li> <li>▪ Pamphlets and brochures providing useful Arabic phrases for TCWs</li> <li>▪ Video clip showing customs and norms in the region</li> <li>▪ Resource person (preferably a former/current TCW in the region)</li> </ul>
<b>Working and Living Realities in the COD</b>	<ul style="list-style-type: none"> <li>▪ Access to public transportation</li> <li>▪ Access to social services</li> <li>▪ Business hours and holidays</li> <li>▪ Food, clothing and housing/ accommodation</li> <li>▪ Leisure and recreation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation</li> <li>▪ Role play exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on the realities of working and living conditions in the COD</li> <li>▪ PowerPoint presentation on social services available for TCWs</li> <li>▪ Pamphlets and brochures on the realities of working and living conditions in the COD</li> </ul>
<b>Understanding the COD's Work Culture and Employer's Management Style</b>	<ul style="list-style-type: none"> <li>▪ Work etiquette</li> <li>▪ Management style in COD workplace</li> <li>▪ Gender roles</li> <li>▪ Handling conflict: common problems and remedies</li> <li>▪ Promotion of positive values towards good performance in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation</li> <li>▪ Caselets on conflict at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on the management styles and work etiquette in the COD</li> <li>▪ PowerPoint presentation on gender roles at the workplace</li> <li>▪ Pamphlets and brochures on proper working etiquette at the workplace</li> <li>▪ Video presentation on work culture in CODs from online sources like YouTube</li> </ul>
<b>Understanding the COD's Regulations for Legal Stay</b>	<ul style="list-style-type: none"> <li>▪ Work permit validity</li> <li>▪ Penalties for breach of immigration rules and policies</li> <li>▪ Law of the land regarding irregular status, drug abuse, and labour court</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on immigration laws of the COD</li> <li>▪ Pamphlets and brochures on immigration laws in CODs</li> </ul>

<b>Programmes and Services by the COD to Facilitate Migrant Adjustment</b>	<ul style="list-style-type: none"> <li>Orientation programmes by company, communities, and embassies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation on available programmes and services offered by CODs for TCWs</li> <li>Country-specific materials on programmes and services for TCWs</li> </ul>
<b>The Workers as 'Ambassadors of a Country'</b>	<ul style="list-style-type: none"> <li>Ways in which TCWs are seen as bearers of their country's culture and heritage</li> </ul>	<ul style="list-style-type: none"> <li>Stories</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation on immigration laws of the COD</li> <li>Pamphlets and brochures on immigration laws in CODs</li> </ul>
<b>Review</b>	See learning assessment section on page 20		

**NOTES:**

- CODs may provide learning materials on cultural orientation and TCW adjustment programmes
- CODs may also send their resource speakers to COOs to conduct lectures on cultural orientation for TCWs
- Usage of audio-visual materials available online should be utilized
- For endnotes, references and other resources please see page 90 to 94





## Module 2 | Awareness of Rights and Obligations of the Worker as per the Employment Contract and Laws of CODs

Some of the most common problems encountered by TCWs is to do with their employment contracts. Many TCWs do not understand what is written in their contracts other than the salary or wages that they will receive. This could pose a significant challenge, as TCWs may not understand all the terms and conditions stated in their contract. More than remuneration, the contract also contains other important provisions such as, working hours and rest days, health benefits, sources of conflict as well as dispute resolution.

The national laws and practices of the COD also frame expectations about the rights and responsibilities of TCWs. They also outline expectations about foreign employment and the foreign employer.

This module aims to provide an overview of the rights and obligations of TCWs, as spelled out in typically contracts. It discusses the main characteristics of standard employment contracts with an emphasis on remuneration and benefits including issues related to repatriation. Lastly, it also discusses conflict management that may arise from contract violation along with their corresponding legal remedies as stated in the contract and stipulated in the national law of the respective COD.

<p><b>Module Description</b></p>	<p>This module provides an overview of the rights and obligations of TCWs as per their employment contract and the laws of the COD. The components of the contract are discussed, enabling beneficiaries to understand the basic remedies in case a breach of contract occurs.</p> <p>During this module, the TCWs reflect on their own duties to their families, their COO, their COD, their employer, their community, and thus, building a code of discipline for themselves and others. It also proposes to have employers and COD articulate their own expectations about the TCWs' exercising their rights and responsibilities.</p>
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the basic provisions of an employment contract and the parties to the contract</li> <li>▪ Enhance their understanding of their rights and obligations as spelled out in their contract</li> <li>▪ Specify the rights and obligation of TCWs in accordance with the national laws and practices of the COD</li> <li>▪ Describe some COD employer expectations and how these may relate to their own expectations</li> <li>▪ Describe the common problems which may arise and the alternative remedies in case of violations of employment contract, COD laws and practices</li> <li>▪ Specify what codes of conduct may be generated to promote duty to one's COO, to the COD, to the employer, to one's self, to one's family and to fellow TCWs and their colleagues</li> </ul>
<p><b>Duration</b></p>	<p>2 to 4 hours</p>
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Group work and sharing</li> <li>▪ Video presentation/flipcharts</li> <li>▪ Caselets/simulation exercises</li> <li>▪ Country specific booklets on TCW rights</li> <li>▪ Audio-visual materials available online from YouTube</li> </ul>

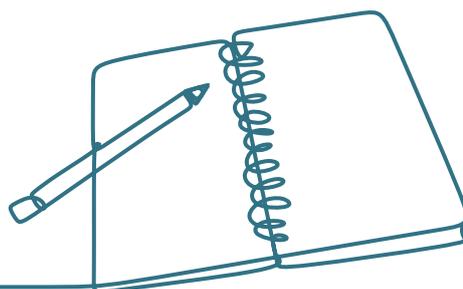
<b>Learning Assessment</b>	<p>Conduct pre-PDO test to assess the beneficiaries' background knowledge on the module topic and a test that can be conducted as the groups answer a quiz. The group with the highest number of correct answers wins a prize. A brainstorming session of what each individual learned (one meta-card each) can also be used. A post-PDO test conducted three months after the PDO to assess how the information learned from the PDO was applied. This will require identifying the TCW in the COD and making arrangements for monitoring the same TCW.</p>	
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Essential Takeaway Messages</b>	<ul style="list-style-type: none"> <li>▪ TCWs must be aware not only of their rights but also of their responsibilities while working abroad</li> <li>▪ The employment contract is a basic tool for ascertaining such rights and responsibilities</li> <li>▪ COD laws and practices also define such rights and responsibilities not only for employees, but employers as well</li> <li>▪ Knowing that TCWs' expectations may not initially fit the employer expectations in the COD can prepare the TCW in handling any conflicts that may arise</li> <li>▪ TCWs must know the proper procedures in settling disputes over contract violations and access to the COD services for such an event</li> <li>▪ TCWs have duties to themselves, their families, to the COOs, to the CODs, to the employers, to fellow TCWs and colleagues</li> </ul>	



SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>The Contract with Respect to Rights and Responsibilities of the TCW</b>	<ul style="list-style-type: none"> <li>What are the terms and conditions for employment?</li> <li>What are the rights and responsibilities of TCWs?</li> <li>What are the rights and responsibilities that employers are to expect?</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion on contract provisions</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint Presentation on the elements of the standard employment contracts</li> <li>PowerPoint Flipcharts</li> <li>Sample standard employment contract</li> </ul>
<b>COD National Law and Customs</b>	<ul style="list-style-type: none"> <li>COD expectations of rights and responsibilities of TCWs</li> <li>COD expectations of rights and responsibilities of employers</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation on relevant laws of CODs and insights</li> <li>Pamphlets and brochures on contract laws of CODs</li> <li>Country-specific booklets on rights of TCWs</li> </ul>
<b>Conflict Management and Legal Remedies as per the Contract</b>	<ul style="list-style-type: none"> <li>Common welfare problems and remedies</li> <li>Legal insights in COD laws and practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation on the government programmes and services</li> <li>PowerPoint presentation on standard procedures for legal remedies for contract violation</li> </ul>
<b>Code of Discipline for TCWs</b>	<ul style="list-style-type: none"> <li>Duty to COO - TCW as goodwill ambassadors</li> <li>Duty to COD - respect the laws, culture and tradition</li> <li>Duty to Employer - fulfill duties and responsibilities as per employment contract</li> <li>Duty to One's Self - ensure personal well-being</li> <li>Duty to One's Family - maintain communication with family back home</li> <li>Duty to Fellow TCWs - cooperate with fellow TCWs especially during times of crisis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation on code of discipline for TCWs</li> <li>Brochures and cards</li> </ul>
<b>Awareness about Irregular Migration</b>	<ul style="list-style-type: none"> <li>Identifying the conditions for irregular migration</li> <li>Agencies in COD and COO to assist those in irregular migration</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Slides</li> </ul>	<ul style="list-style-type: none"> <li>Cards and pamphlets</li> </ul>

## NOTES:

- Many TCWs, especially in the lower-skilled categories, do not read their employment contracts well. Sometimes the language used is not the language used in the employment contract. Session 1 presents what a contract contains as it means in terms of workers' rights and responsibilities. A flip chart providing the structure and component of the contract would be most helpful in tracking the rights and responsibilities
- To ensure that TCWs understand their own rights and responsibilities, there is also a need to understand employer expectations of their own rights and responsibilities. It would be helpful to highlight the common problems that arise as a result of a mismatch between those sets of expectations
- Country-specific discussion/booklets may be required to support the sessions especially in terms of the COD's national laws and customs and practices along with employer expectations. It would be helpful if employer statements are presented to the beneficiaries either on PowerPoint, in print, or in person
- CODs may also send in resource speakers to COOs to provide country-specific legal insights on employment contracts
- Access to audio-visual materials available online should be shared with the beneficiaries
- As the approach is learner-centric, and when time is available, group work is a much more useful method for getting the beneficiaries to understand those rights and responsibilities. Have small groups create a list of their rights and responsibilities after a discussion of an employment contract. These are then presented to the entire class and wrapped-up by examples of best practices
- The session on 'Code of Discipline' may also be conducted using group work or by having beneficiaries use meta-cards or build the code itself with the help of the facilitator. Beneficiaries are asked to suggest what the rights and responsibilities are. These are then posted under the headings "Workers' rights and responsibilities," "Duty to oneself" and "Duty to family." Having more participation creates interest as well as increases the possibility of beneficiaries remembering what has been presented
- As in the other modules, the trainer/facilitator may use this module as a guide and shape the final module in terms of the kind of participation desired (whether mixed or homogenous, same company, COD-specific or mixed, only household workers or mixed type of workers) along with the time allotted for this module
- During the discussion, emphasis should be made as to how TCWs, or even tourists, regardless of their skill category or position become 'goodwill ambassadors' not only to their employers but to the entire COD. They represent their countries and as such, must dress, speak and act in a way that will not tarnish the reputation of their COOs
- For endnotes, references and other resources please see page 90 to 94



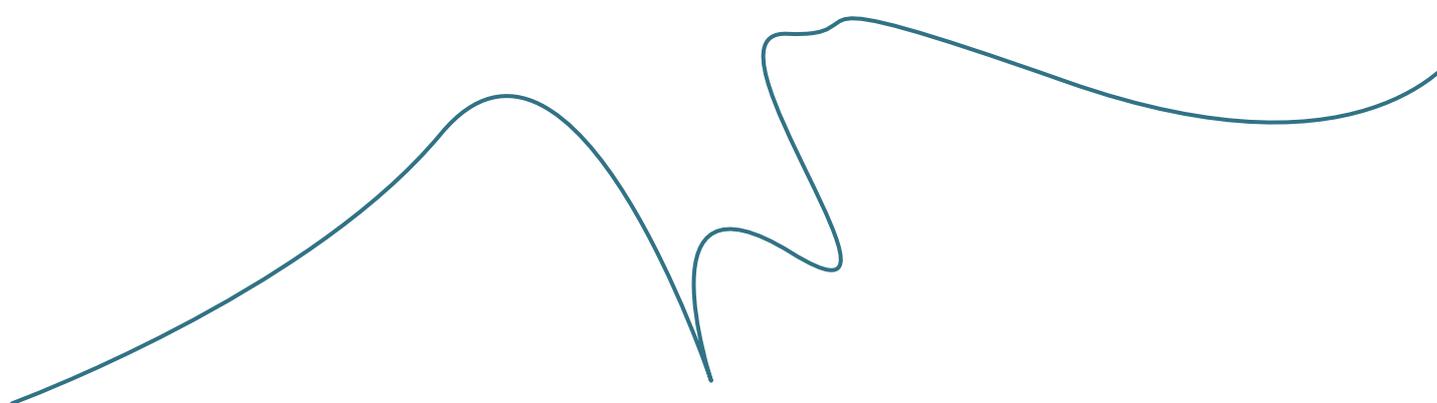


## Module 3 | Awareness of Human Rights and Gender Dimensions of Migration

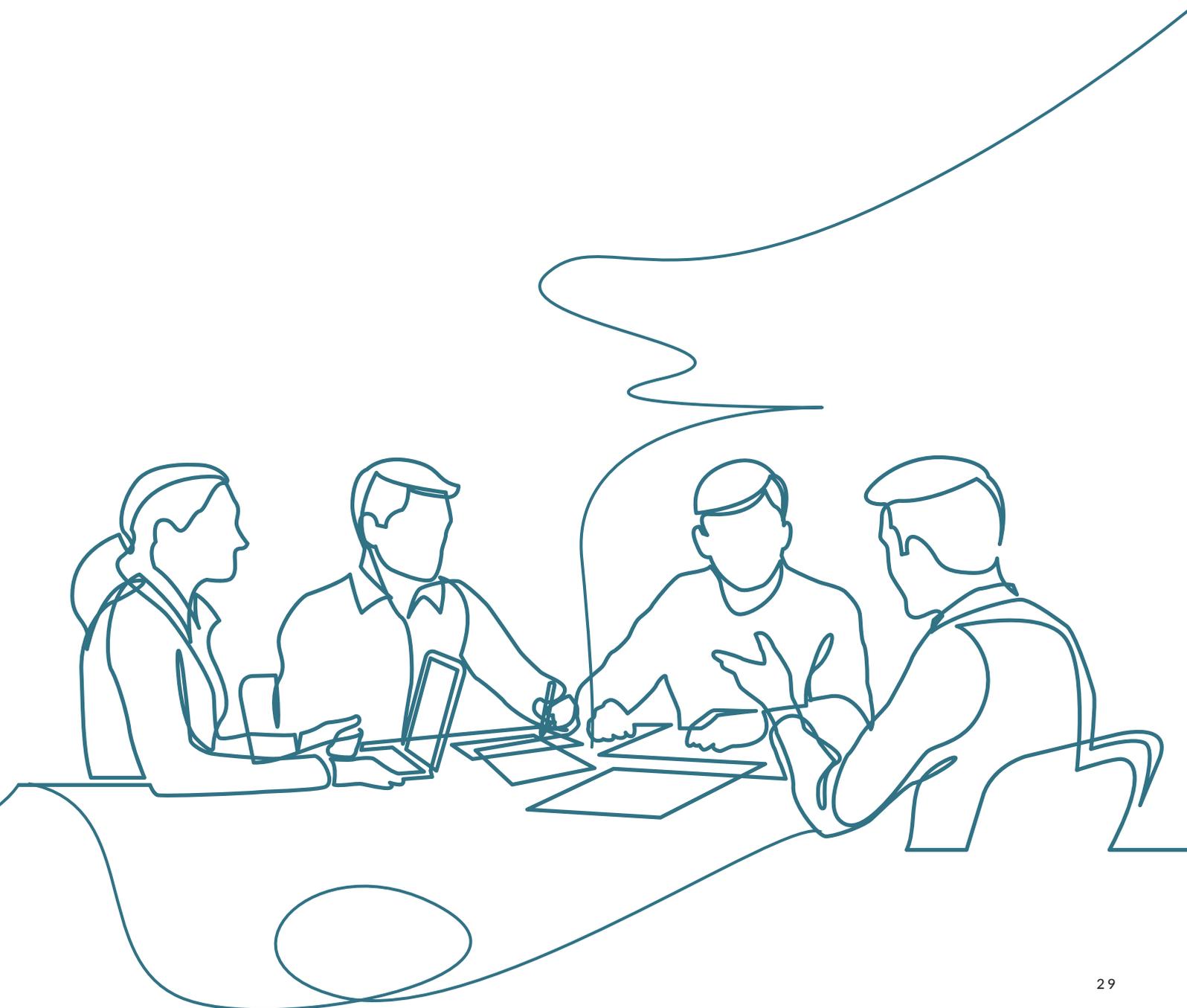
TCWs could be among the most vulnerable members of the communities in which they live and work. Women stand out as one of the most vulnerable groups, in both at COO and COD. The focus of many interventions has been on ensuring safe migration for women as studies have shown they are more likely to approach informal and illegal channels of recruiters. This could be a result of gender discrimination that limits access to information, lack of time or funds to use appropriate legal channels, as well as restrictive procedures. Additionally, in many CODs, Domestic Workers (DWs) may face additional challenges.

This module aims to educate TCWs with information on basic human rights and how international laws and national laws of CODs enable them to be protected. It covers the gender dimension of migration, outlining scenarios where the vulnerability of women TCWs can be more acute. Lastly, it details the distinction between irregular migration, human trafficking and illegal recruitment as well as measures to be taken to identify and avoid situations of vulnerability and danger.

<p><b>Module Description</b></p>	<p>This module describes basic human rights of TCWs and their corresponding responsibilities as stated in international conventions as well as in the national laws and regulations of CODs. It also provides beneficiaries with a platform to discuss such rights in more practical terms, that is, in the context of the COD and its national laws. The module also discusses the gender dimensions of migration and how women TCWs can be more vulnerable in certain situations. Lastly, the module will differentiate between human trafficking, illegal recruitment and irregular migration.</p>
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how basic human rights as stated in international conventions are practiced in the COD and how these are enunciated in the national laws, customs and practice</li> <li>▪ Identify the vulnerabilities that women may face in migration which may differ culturally and legally from their home country and how best to avoid falling victim to these practices</li> <li>▪ Identify factors that lead to irregular migration, human trafficking and illegal recruitment and how to take preventative action</li> <li>▪ State the legal remedies for irregular migration, illegal recruitment and human trafficking as available in the COD and COO</li> </ul>
<p><b>Duration</b></p>	<p>2 to 4 hours</p>
<p><b>Methodology</b></p>	<p>Lecture and Discussion              Video presentation              Caselets              Simulation exercises              Provision of resource materials such as pamphlets and booklets</p>



<b>Learning Assessment</b>	Conduct pre-PDO test to assess the beneficiaries' background knowledge of participants on the module topic along with a post-PDO test after the session. If resources allow, a post-PDO test can be conducted three months after the PDO to assess if information learned from the PDO has been applied. (For more information, see Review at end of module.)	
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Essential Takeaway Messages</b>	<ul style="list-style-type: none"> <li>▪ TCWs are more empowered when they have clear knowledge of their rights under international law as well as under the laws of the respective CODs</li> <li>▪ Awareness of their rights and access to remedies when those rights are violated, helps TCWs overcome the stress of working in a foreign country</li> <li>▪ Aspiring TCWs who are better informed about the risks of illegal recruitment are usually in a better position to avoid falling prey to illegal recruiters</li> </ul>	



SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Human Rights of TCWs under International and National Law</b>	<ul style="list-style-type: none"> <li>▪ Rights of TCWs under international law               <ul style="list-style-type: none"> <li>- Basic human rights</li> <li>- Rights of TCWs according to the United Nations</li> <li>- Rights of TCWs under the national laws of CODs</li> </ul> </li> <li>▪ Common problems encountered by TCWs with regards to their rights</li> <li>▪ Remedies (COO and COD) to problems encountered by TCWs</li> <li>▪ Complaints handling system in the COD, including embassies/consulates, police and the COD government</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint on rights of TCWs under international and national law</li> <li>▪ Pamphlets and brochures which details the rights of TCWs</li> <li>▪ Country specific booklets on rights of TCWs</li> <li>▪ 'Safe migration' cards</li> </ul>
<b>Gender Dimension of Migration</b>	<ul style="list-style-type: none"> <li>▪ Rights of female domestic workers under relevant national laws of COD</li> <li>▪ Common problems encountered by domestic workers with regards to their rights</li> <li>▪ Remedies to problems encountered by DWs, with an emphasis on the role of employment agencies, embassies/consulates, police and COD Government</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Caselet discussion</li> <li>▪ Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on the rights of DWs</li> <li>▪ Resource person (former TCW in CODs)</li> <li>▪ Videos depicting living and working conditions of women TCWs</li> </ul>
<b>Illegal Recruitment</b>	<ul style="list-style-type: none"> <li>▪ Understanding illegal recruitment               <ul style="list-style-type: none"> <li>- Definition of illegal recruitment</li> <li>- Kinds of illegal recruitment</li> </ul> </li> <li>▪ Tips in identifying and avoiding illegal recruiters               <ul style="list-style-type: none"> <li>- Persons liable for illegal recruitment</li> <li>- Modus operandi of illegal recruiters</li> </ul> </li> <li>▪ Legal remedies for victims of illegal recruitment               <ul style="list-style-type: none"> <li>- Cases and jurisprudence on illegal recruitment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on Illegal recruitment</li> <li>▪ Audio-visual materials showing dangers of illegal recruitment</li> <li>▪ Handouts, brochures, flyers or pamphlets on illegal recruitment</li> </ul>

<b>Human Trafficking</b>	<ul style="list-style-type: none"> <li>▪ Understanding human trafficking <ul style="list-style-type: none"> <li>- Definition, tips for identifying and avoiding human trafficking</li> </ul> </li> <li>▪ Legal remedies for victims of human trafficking <ul style="list-style-type: none"> <li>- Eligibility for filing cases, and information on when and where to file cases</li> </ul> </li> <li>▪ Penalties and related laws <ul style="list-style-type: none"> <li>- Programmes and services for victims of trafficking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on human trafficking</li> <li>▪ Handouts, brochures, flyers or pamphlets on human trafficking</li> </ul>
<b>Irregular Migration</b>	<ul style="list-style-type: none"> <li>▪ Understanding irregular migration <ul style="list-style-type: none"> <li>- Identifying if one falls in category of irregular migrant, how it can happen, and associated dangers</li> </ul> </li> <li>▪ Tips for identifying and avoiding irregular migration, illegal recruitment and human trafficking</li> <li>▪ Legal remedies for victims</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Caselet presentation</li> <li>▪ Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation on illegal recruitment</li> <li>▪ Video presentation of <i>"Ikaw, handa ka na ba?"</i> produced by International Labour Organization and Philippines Overseas Employment Administration (POEA)</li> <li>▪ Handouts, brochures, flyers or pamphlets on illegal recruitment</li> </ul>
<b>Review</b>	<p>At the end of the session, beneficiaries must reflect on what they have learnt and how that knowledge fits with the other parts of the PDO and their own work experience. Reviewing is voluntary. The trainer may use brainstorming sessions and games to induce voluntary contributions. The trainer could also set up a contest among two or three small groups and give out a quiz. The winning group gets a prize.</p>		

**NOTES:**

- This session is quite heavy and information overload may easily occur. The trainer may access video clips of specific topics or generate these materials
- For TCWs who are vulnerable to irregular migration, it is best to take this out and create a full session on the topic
- Emphasis should be made on how TCWs can sometimes unknowingly become irregular migrants. These are regular documented TCWs that end up being undocumented during their stay, especially those that overstay in CODs while looking for another job after the end of their contract
- For women TCWs, it is proposed that a fuller discussion be made. There are existing materials in ADD COOs that have been developed by both governments and NGOs
- For endnotes, references and other resources please see page 90 to 94



## Module 4 | Remedies In Cases of Distress and Crisis Situations

Overseas TCWs can be exposed to potential hazards and risks. Many struggle with hardships that can negatively impact their person and well-being. Such conditions carry with them significant social and emotional impacts that linger for a much longer duration. The migration dimensions of such crisis are often overlooked in a crisis response.

With regard to TCWs, many countries have already developed, while some are in the process of developing national laws and policies related to their distress, crises, emergency and natural disasters. The importance of providing training on preparing overseas TCWs before migration is generally acceptable. It helps them in preparing themselves for any eventualities, coping with crises, emergencies, disasters as well as forecasting potential hazards. Governments and concerned institutions should not remain passive because in doing so they would be accused of neglecting overseas TCWs. It is also imperative to raise awareness of the need for developing preparedness and resilience among overseas TCWs with regards to distress, disasters, crises situations and emergencies.

<p><b>Module Description</b></p>	<p>This module prepares beneficiaries to respond to and manage distress and crises situations. Going to a different community and/or seeking foreign employment already has the potential to generate distress. This is exacerbated by emerging risks and threats, personal distress and crises situations, emergencies as well as natural and human induced disasters. Both COO and COD have set up mechanisms that address such risks.</p>
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Describe potential risks, threats and vulnerabilities which are sources of personal distress, social crises situations, emergencies as well as disasters that they may encounter as a result of their migration</li> <li>▪ Identify the level of vulnerability of the beneficiaries</li> <li>▪ Identify different support mechanisms in CODs and COOs to reduce personal vulnerability</li> <li>▪ Describe areas for self-management and coping</li> <li>▪ Carry out a simple risk and personal readiness assessment for emergencies</li> </ul>
<p><b>Duration</b></p>	<p>1 to 4 hours</p>
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Caselets (can be animated versions that can be played during the session )</li> <li>▪ Lecture and discussion</li> <li>▪ Flipcharts</li> <li>▪ Manuals and materials to be handed out</li> </ul>
<p><b>Learning Assessment</b></p>	<p>At the end of the session, have them reflect upon what they have learnt and how all that fits with the other parts of the PDO and their own work experience. Reviewing is voluntary. Trainer may use brainstorming sessions and games to encourage voluntary contributions. Or set up a contest among two-three small groups and give out a quiz. The winning group gets a prize.</p>

<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>
<b>Module Outline</b>	<ol style="list-style-type: none"> <li>1. Migration and Risks: Overview <ol style="list-style-type: none"> <li>a. Types of Risks</li> <li>b. Potential Risks by Country and/or Specific Area</li> </ol> </li> <li>2. Personal Distress <ol style="list-style-type: none"> <li>a. Types of Distress (Homesickness, Inter-personal Conflict, Culture Shock)</li> <li>b. Personal, Emotional and Psycho-Social Distress</li> <li>c. Dealing and Coping Mechanisms</li> <li>d. Support Mechanisms Available at COD</li> </ol> </li> <li>3. Crises and Disaster Preparedness <ol style="list-style-type: none"> <li>a. Types of Human induced Crises and Natural Disasters</li> <li>b. Preparing for Such Emergencies (COD and COO)</li> <li>c. Dealing and Coping</li> </ol> </li> </ol>	
<b>Essential Takeaway Messages</b>	<ul style="list-style-type: none"> <li>▪ Risks are a combination of threat and vulnerability. These risks have different sources depending on the COD</li> <li>▪ There may be risks for both the individual, the organization/community that he or she is about to join and the COD</li> <li>▪ Understanding potential risks and institutions that may handle such situation would enable the beneficiary to be potentially prepared for such conditions</li> <li>▪ Assessing the risk, even on a simpler level, is an essential and continuous process to determine the vulnerability of the individual worker and their organization and/or community</li> <li>▪ Personal coping, monitoring and management of personal well-being, once identified, are an important source of de-stress and can help TCWs achieve peace of mind, minimize vulnerability to security risks and contribute to his productivity</li> </ul>	



## Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Overview of Migration Risks</b>	<ul style="list-style-type: none"> <li>▪ Risks: Threat and vulnerability</li> <li>▪ Examples and types of risks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Sharing of experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Cards and flip-charts</li> </ul>
<b>Dealing with Stress</b>	<ul style="list-style-type: none"> <li>▪ Different types of stress: sources and symptoms</li> <li>▪ Distress situations               <ul style="list-style-type: none"> <li>- Homesickness</li> <li>- Dealing with homesickness</li> <li>- Stress evaluation and stress reduction guide</li> </ul> </li> <li>▪ Personal, emotional and psychosocial distress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> </ul>
<b>Crisis Occurrence and Disaster Preparedness</b>	<ul style="list-style-type: none"> <li>▪ General overview</li> <li>▪ Human-induced and biological crises</li> <li>▪ Natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Assessment</li> <li>▪ Structured learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> </ul>
<b>Readiness and Preparedness: Support Mechanisms and Infrastructure of the COD and COO</b>	<ul style="list-style-type: none"> <li>▪ General and context-specific support mechanisms</li> <li>▪ Crisis alert levels and expected responses</li> <li>▪ Relevant COO organizations, including role of embassies and consulates</li> <li>▪ COD organizations and institutions</li> <li>▪ Frequently Asked Questions (FAQs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Assessment</li> <li>▪ Structured learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>▪ Simple assessment of worker personal vulnerability (group work)</li> <li>▪ Assessment checklist or worksheet needed</li> </ul>		

### NOTES:

- Many TCWs are more focused on the financial aspects of migration. The facilitator can emphasize the need to be ready for risks that they might encounter in the CODs
- Session can open by asking beneficiaries to share their own perception about the three sources of risks in the COD and the community that they are about to join. Have them share how they managed stress in their COO. Then, move to a discussion on what foreign employment really means and the threats and vulnerabilities that are produced
- Country-specific discussions/booklets may be required to support these sessions. Videos and downloaded clips can also be included whether or not these are human-induced risks or natural disaster situations
- Role-playing can also be done by groups in order to simulate specific risks
- As Infrastructure for Crisis Alert Levels may vary from one country to another, standards from both COOs and CODs should be discussed. Every outgoing TCW to be deployed has to be fully appraised about the established procedures and protocols of crisis management both in their home country and COD
- The module can be customized according to specific country context
- For endnotes, references and other resources please see page 90 to 94





## Module 5 | Health Management while Working Abroad

With a growing population of individuals crossing borders to attain better social and economic conditions for themselves and their families, TCW's health and well-being are now emerging as major global issues. For example, recent research discusses the health vulnerability of low wage TCWs to certain diseases. Aside from particular demands on government policies made at all levels of governance, healthcare systems and healthcare management practices should be able to be responsive to such concerns.

With a growing problem of non-communicable diseases as well as the possible high costs of health care in a foreign country, overseas TCWs should understand the implications of proper health care and management while working abroad. Indeed, to be a healthy TCW is an important goal to have. This module demonstrates how analysing the processes through labour migration creates health vulnerability and is likely to shift attention away from addressing sicknesses, illnesses and disease. It is vital to address vulnerabilities through appropriate behavioural preparation and increased readiness. Furthermore, the module emphasizes active self-care and health monitoring and prompts the management to be more responsive and relevant to the needs of TCWs.

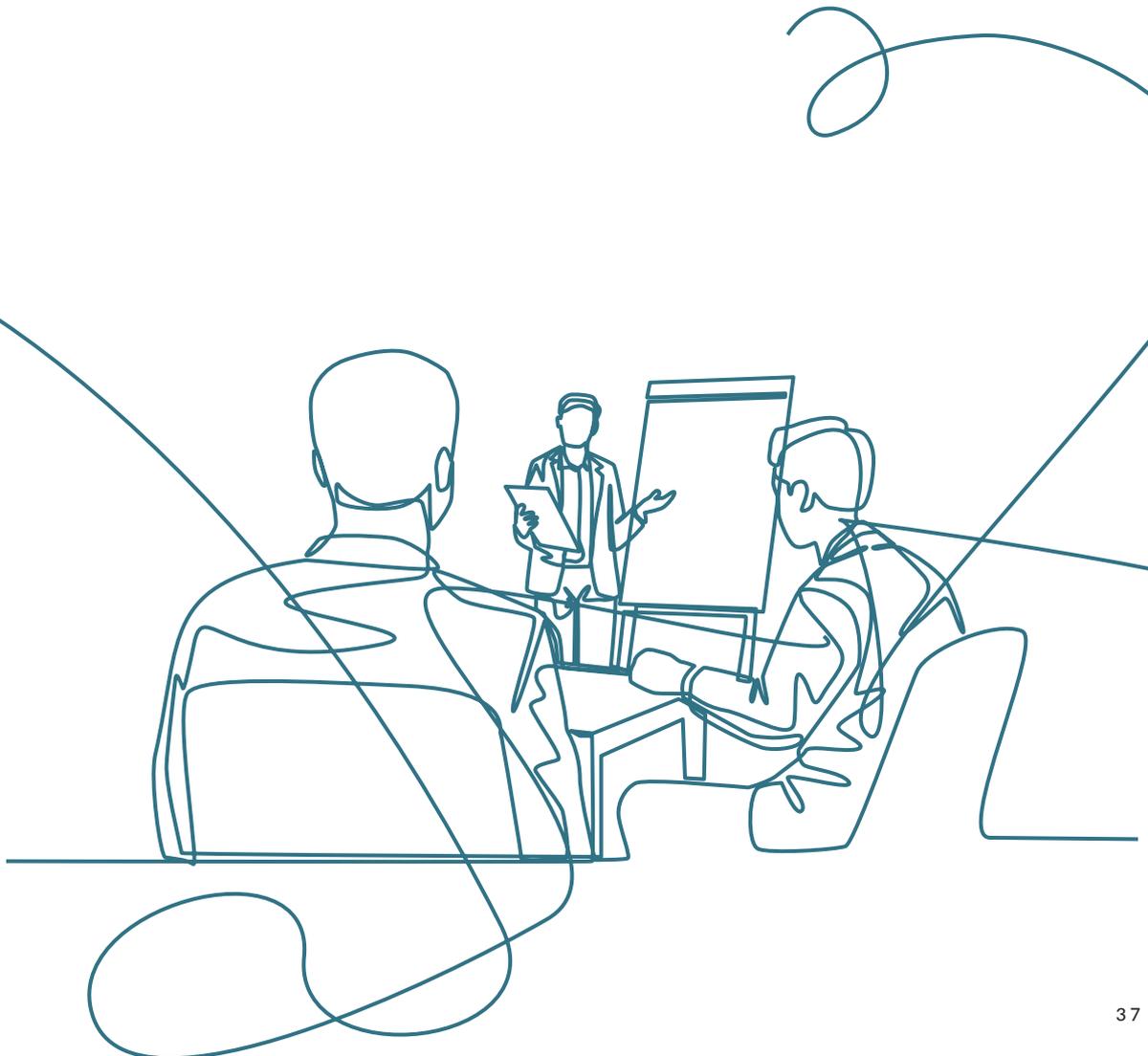
<p><b>Module Description</b></p>	<p>This module provides beneficiaries with an appreciation of the role of self-management and health service delivery in the context of working abroad. It presents an overview of health care provided to overseas TCWs within a variety of institutional settings (hospitals, medical facilities and clinics) as well as outpatient and home care services. At the end of the module, beneficiaries would learn about some of the most common diseases encountered by TCWs abroad along with possible remedial action that can be taken.</p>	
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the potential health hazards, threats and risks in transit as well as in the COD</li> <li>▪ Identify different institutional and outpatient health care and management services and settings in the COD</li> <li>▪ Demonstrate readiness if encountering such situations</li> </ul>	
<p><b>Duration</b></p>	<p>1 to 2 hours</p>	
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Caselets</li> <li>▪ Lecture and discussion</li> <li>▪ Simulation</li> </ul>	
<p><b>Learning Assessment</b></p>	<p>Provide an exercise for beneficiaries to articulate what they learned during the session and how they may be able to act on some of the recommendations. A question like this can be posed: what can you do in the next seven days to prepare yourself to be healthy in the first six months of your stay in the COD? Make time for them to discuss in groups. Alternatively, give out a quiz of five questions to individuals or groups and give a prize to those who achieved 100% results. Trainers can also ask the groups to make a health readiness checklist for their COD. (For more information, see Review at end of module.)</p>	
<p><b>Materials and Equipment</b></p>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>

## Module Outline

1. Health and Safety Awareness
  - a. Country and city overview
  - b. Pre-departure vaccination
2. Institutions Responsible for Health Care
  - a. Provisions in the employment contract
  - b. Clinics, medical facilities and hospitals at COD
  - c. Emergency institutions and contact information
  - d. Embassies, consulates and government agencies responsible for healthcare
3. Readiness
  - a. Potential Hazards, Threats and Risks
    - Common ailments, illnesses and diseases in the area
    - Dealing and managing Sexually Transmittable Diseases (STDs), Human Immunodeficiency Virus (HIV)/Acquired Immunodeficiency Syndrome (AIDS) and other sexual health risks
    - Global health risks
  - b. FAQs

## Essential Takeaway Messages

- Self-care, monitoring and managing of personal well-being is critical and represents the minimum requirement in keeping one's health in the COD
- Understanding potential health threats and risks, healthcare and medical institutions that may handle such situations as well as symptoms and immediate remedies will minimize the stress on both the TCW and their families, colleagues and employers
- Knowing support mechanisms are available will help de-stress employees and provide them with fastest possible means to well-being

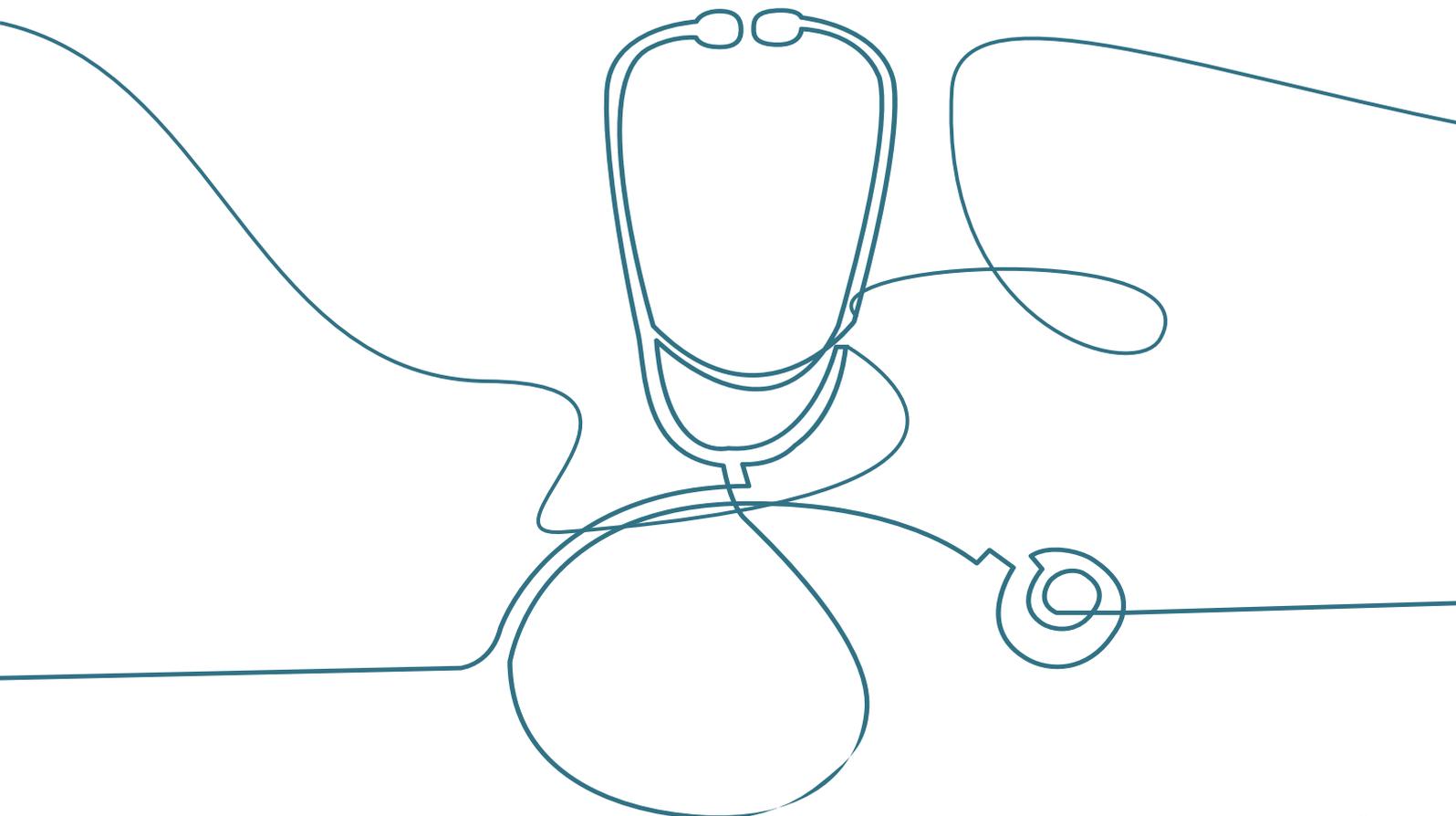


## Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Health and Safety Awareness</b>	<ul style="list-style-type: none"> <li>▪ Defining health</li> <li>▪ Defining safety</li> <li>▪ Country and city overview</li> <li>▪ Pre-departure vaccination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> </ul>
<b>Support Mechanisms for TCWs' Well-being and Health Maintenance and Access to Care</b>	<ul style="list-style-type: none"> <li>▪ Support infrastructure at place of work in the COD</li> <li>▪ Employment contract</li> <li>▪ Clinics, medical facilities and hospitals in the community</li> <li>▪ Emergency institutions and contact information of consulates, embassies and government-owned health agencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> </ul>
<b>Common Issues and Modes of Prevention</b>	<ul style="list-style-type: none"> <li>▪ Potential hazards, threats and risks               <ul style="list-style-type: none"> <li>- Common ailments, illnesses and diseases in the area</li> <li>- Dealing with and managing STDs, AIDS and HIV and other sexual health risks</li> </ul> </li> <li>▪ Global health risks</li> <li>▪ FAQs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Assessment</li> <li>▪ Structured learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>▪ Quiz or group work on assessing readiness for migration</li> </ul>		

**NOTES:**

- A learner-centered approach activity would enable beneficiaries to share personal accounts like how they handle hygiene, what are their personal practices in health management. It is understood that these accounts are likely to represent different perspectives
- Sometimes, knowing where they can get the correct vaccinations, or where they can get hold of the right medicines or which doctors they can contact can make the TCWs feel safe and assured while in the COD.
- It is suggested that the module developers ask labour attaches or CODs the most frequent health conditions that TCWs face in their first six months. TCWs can then be advised on how best to prepare for them; it could be extreme heat or cold or a high altitude workplaces among other possible scenarios
- What-to-do scenario planning activity and/or group role play can also be used. With this the beneficiaries can choose specific cases of illnesses, disasters and risks to simulate potential responses/reactions during these situations
- The content and the outline can be modified and revised based on specific country conditions and training requirements. Other topics that could not be covered can be supplemented by printed IEC materials like brochures and leaflets as well as digital and multimedia resources available in identified websites and information kiosks
- For endnotes, references and other resources please see page 90 to 94





## Module 6 | Management of Earnings and Remittances

Remittances constitute the most visible benefit of migration. TCWs and their families are usually highly concerned about how to remit money to their families at the lowest possible cost using the fastest and most secure means of doing so. The cost of remittance through banks and financial institutions and the likely delay in receiving, and sometimes not receiving, pushes some TCWs to rely on informal channels that are often insecure. This has changed in recent years as many in formal banking channels are also ensuring fast delivery of money at lowered costs. Such a change has been encouraged by different countries as the resultant benefits support the national economy since the remittances enter directly into the national financial system.

Additionally, many TCWs are not able to make sufficient savings and investments to help fulfill their long-term goals despite long years of working abroad. Enhancing financial literacy is key to support this process. With a grounding in fundamental financial concepts, knowledge and tools, TCWs and their families are able to ensure their financial behaviour is geared towards achieving long-term goals.

<b>Module Description</b>	This module provides an overview of how overseas TCWs and their families can manage their earnings and remittances. This module is intended to improve financial literacy in the context of labour migration. This would also be supplemented with education and information campaigns to scale up existing financial literacy initiatives.	
<b>Learning Objectives</b>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the method for successfully remitting their earnings to their families</li> <li>▪ Understand the value of managing their earnings in line with their personal and families' financial requirements</li> <li>▪ Understand the flow of such earnings for consumption, savings and investment</li> <li>▪ Prepare an initial budget and savings action plan</li> </ul>	
<b>Duration</b>	1 to 2 hours	
<b>Methodology</b>	<ul style="list-style-type: none"> <li>▪ Actual demonstration</li> <li>▪ Case analysis</li> <li>▪ Lecture and discussion</li> <li>▪ Workshop</li> </ul>	
<b>Learning Assessment</b>	As this is a performance-based assessment, initial output in terms of a simple action plan (budget allocation of earnings versus remittance as well as savings plan) will indicate how much learning has been generated. A multiple-choice quiz can also be generated and given out at the end of the module.	
<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>

## Module Outline

1. Alternatives Methods for Remitting from COD to Workers' COO
  - a. Laws and regulations at COD governing remittances to COO
  - b. Mechanisms for remittances at COD and COO
2. Financial Awareness
  - a. Earning and Income
  - b. Earnings versus Expenses
  - c. Budgeting
    - Managing Personal Expenses
    - Managing Remittance for Household Use
    - Managing Loans and Debts
  - d. Savings
  - e. Short-Term and Long-Term Investment
  - f. Financing During Emergencies
3. Workshop: Action Plan
  - a. Setting up Personal Budget
  - b. Setting up Remittance Budget
  - c. Initial Savings Plan
4. Planning for the Future
  - a. Expectations for the Future and Financial Advice
  - b. FAQs

## Essential Takeaway Messages

- When TCWs choose to remit through secure and formal channels, they will ensure that they receive service at the lowest cost and in the fastest time possible. Doing so, the TCWs also contribute directly to their COO as doing business through formal channels enables them to access the national financial system
- Time spent working abroad may sometimes be limited and as such the overseas TCWs and their families should plan accordingly
- For TCWs, savings is an initial step is necessary for medium-term and long-term financial outcomes, due to the temporary nature of migration
- TCWs and their families will require some agreement as to the use of their earnings
  - consumption, savings and investment
- The earning will need to be apportioned into an appropriate budget to align with TCWs' needs vis-à-vis their respective families' needs and other requirements



## Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Support Infrastructure for Remitting to Workers' Households</b>	<ul style="list-style-type: none"> <li>▪ Remittance system in the COD</li> <li>▪ Remittance system in COO</li> <li>▪ Common problems and remedies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant material to facilitate the lecture</li> </ul>
<b>Budgeting, Goal Setting and Financial Planning</b>	<ul style="list-style-type: none"> <li>▪ Earning and income</li> <li>▪ Earnings versus expenses               <ul style="list-style-type: none"> <li>- Managing personal expenses and family expenses</li> <li>- Managing loans and debts</li> <li>- Other considerations</li> <li>- Social security                   <ul style="list-style-type: none"> <li>o Pension</li> <li>o Retirement plan</li> <li>o Life insurance</li> </ul> </li> </ul> </li> <li>▪ Dealing with emergencies</li> <li>▪ Common problems and remedies</li> <li>▪ FAQs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> </ul>
<b>Savings Mobilization</b>	<ul style="list-style-type: none"> <li>▪ Savings for investment, retirement and borrowing</li> <li>▪ Short-term and long-term investment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stories of successful savings and investments by TCW households</li> <li>▪ Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Materials/flyers</li> </ul>
<b>Engaging the Family and Support for Goals Set and Financial Plan</b>	<ul style="list-style-type: none"> <li>▪ Modes for engaging spouse and children (or parents) in goal setting and financial planning</li> <li>▪ Learning to say "No"</li> <li>▪ Common problems and remedies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sharing of experiences</li> <li>▪ Caselets</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> <li>▪ Online, website-based, interaction orientation facilities</li> </ul>
<b>Workshop on Budget Action Plan</b>	<ul style="list-style-type: none"> <li>▪ Setting up basic personal budget including remittance flows</li> <li>▪ Initial savings plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Caselet</li> <li>▪ Discussion</li> <li>▪ Workshop</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> <li>▪ Online, website-based, interaction orientation facilities</li> </ul>

## NOTES:

- The beneficiaries should learn that they possess the final responsibility in managing their personal day-to-day finance. The facilitator can ask what they spent before going for training as an initial question, and then he/she can proceed to discuss subsequent expenses
- It is also important to inculcate the beneficiaries' ability to make appropriate decisions in managing their personal finances. With this, a simple activity in identifying 'needs-versus-wants' can be employed. It must be noted, that because of different contexts and requirements of learners, the differentiation between needs and wants would vary
- Creating an atmosphere conducive to active learning is necessary. Free and open dialogue between the trainers and the beneficiaries as well as among their peers should be emphasized. They can be requested to share stories of overseas workers that they know who were able to have a good life even after retiring from their work abroad. By emphasizing personal investigation, learners can then identify models and examples that they can identify with and emulate
- If there is more time, organizers can invite bank and insurance representatives as well as financial planners to present their services. However, such representatives should be advised to minimize pushing their products and services and allow TCWs and their families to simply gain awareness and thus be in a position to make an informed choice
- TCWs are encouraged to sit down with their families and engage in a simple exercise of budgeting. This exercise helps to inform the TCWs and their families about the need for collaborative work among themselves so that in future it becomes a shared endeavour
- The module can be modified based on culturally-sensitive and country-specific information as well as requirements of those taking part in the sessions. Other topics that could not be covered can be supplemented by printed IEC materials like brochures and leaflets as well as digital and multimedia resources available on websites and public information kiosks.
- For endnotes, references and other resources please see page 90 to 94





## Module 7 | Travel and Security Reminders

Beneficiaries would benefit from understanding the realities of living and working overseas. Particularly, it is important for TCWs to understand all relevant safety and security requirements before and during their stay in their chosen CODs.

This module will support the beneficiaries in being able to identify individual and agency responsibilities with regards to security procedures, policies and approaches. Throughout, participants will be asked to articulate their concerns, express their excitement about their upcoming move and discuss their preparation plans. A specific advice session will focus on ensuring that the beneficiaries understand how to make their transitions as smooth as possible, with the capacity to deal with any possible risks.

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

<p><b>Module Description</b></p>	<p>This module intends to orient the beneficiaries on the outward-bound TCWs' vulnerability as they move from the COO to the COD and the steps necessary to reduce such a vulnerability. It would also seek to demonstrate an understanding of how stress and anger may be generated through insecurity as well as share experiences on how to manage common threats that they might encounter.</p>	
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the different essential requirements and the pertinent materials needed for processing in the COO and the COD</li> <li>▪ Understand basic policies in foreign employment</li> <li>▪ Describe personal security and travel tips while in transit and upon arrival at the COD</li> <li>▪ Plan their relocation in the context of their work abroad</li> </ul>	
<p><b>Duration</b></p>	<p>1 to 2 hours</p>	
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Caselets</li> <li>▪ Analysis</li> <li>▪ Lecture and discussion</li> <li>▪ Simulation</li> <li>▪ Structured learning exercises</li> </ul>	
<p><b>Learning Assessment</b></p>	<p>Process and results observation during the training may serve as an assurance of learning. A quiz before and after the session can be given. In order to make the session more interactive and interesting, the trainer can get the participants more engaged. A contest among groups of three can be conducted. The group that scores the highest wins a prize.</p>	
<p><b>Materials and Equipment</b></p>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>

## Module Outline

1. TCW Safety: Assessing TCW's Vulnerability and Steps to Reduce
2. Travel Arrangement and Considerations
  - a. Travel Documents
    - Passport
    - Visa
    - Signed Employment Contract
    - Other Documents
      - o NBI Clearance
      - o Medical Records
      - o Driver's License
    - Important Documents for Safe-keeping
  - b. Pre-Departure
    - Check-In Baggage and Hand-Carry Items
      - o Check-In Baggage
      - o Hand-Carry Items
      - o Prohibited Items
    - Plane Ticket
    - Boarding Pass and Terminal Fees
    - Airport Rules
    - Pre-Departure Tips
  - c. Upon Arrival
    - Briefings and Persons to See
    - Items and Documents Required Upon Arrival
    - Transit to Workplace
    - Arrival Tips
  - d. Settling In Country
    - Country and City/Province Review
    - Temporary of Short-Term Accommodation and/or Housing
    - Salary and Bank Account/s
  - e. FAQs

Note: The module can be modified based on culturally-sensitive and country-specific information and as per training participant requirements.

Other topics that could not be covered can be supplemented by printed Information and IEC materials like brochures and leaflets as well as digital and multimedia resources available in identified websites and public information kiosks.

## Essential Takeaway Messages

- There is a need for the TCW to understand the adjustment process and be ready to settle in the new country
- It is key for the TCW to understand potential risks, threats and emergencies and institutions to go to. Learning to address these risks would help the overseas TCW to be prepared in such situations
- TCWs need to learn how to deal with anger and stress since it will help decrease security risks for themselves and others



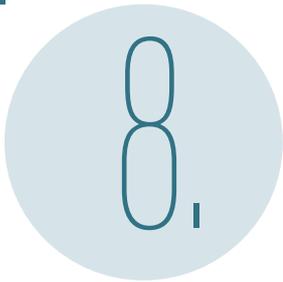
SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>TCWs' Safety</b>	<ul style="list-style-type: none"> <li>Overseas employment                             <ul style="list-style-type: none"> <li>Employment details</li> <li>Instruction on acceptance employments</li> </ul> </li> <li>Government agencies and other in the COD</li> <li>COD orientation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Case studies</li> <li>Group work</li> <li>Security scorecards</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation</li> <li>Brochures</li> </ul>
<b>Personal Security in Transit to the COD and upon Arrival at the COD</b>	<ul style="list-style-type: none"> <li>General security tips</li> <li>Assessing personal vulnerability</li> <li>Measures to reduce vulnerability</li> <li>Outline steps to take in case of theft, assault or violence</li> <li>Support mechanisms</li> <li>How to behave when faced with specific challenges</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation</li> <li>Security card or safe migration card</li> <li>Documentaries</li> <li>Caselets</li> </ul>



<b>Travel Arrangement and Considerations</b>	<ul style="list-style-type: none"> <li>▪ Travel documents <ul style="list-style-type: none"> <li>- Passport</li> <li>- Visa</li> <li>- Signed employment contract</li> </ul> </li>   <li>▪ Overseas employment <ul style="list-style-type: none"> <li>- Employment details</li> <li>- Instruction on acceptance employments</li> <li>- Other important documents for safe-keeping</li> </ul> </li>   <li>▪ Pre-departure <ul style="list-style-type: none"> <li>- Check-in baggage and hand-carry items</li> <li>- Prohibited items</li> <li>- Plane ticket</li> <li>- Boarding pass and terminal fees</li> <li>- Airport rules</li> <li>- Pre-departure tips</li> </ul> </li>   <li>▪ Upon arrival <ul style="list-style-type: none"> <li>- Briefings and persons to see</li> <li>- Items and documents required upon arrival</li> <li>- Transit to workplace</li> <li>- Arrival tips</li> </ul> </li>   <li>▪ Settling in the COD <ul style="list-style-type: none"> <li>- Country and city/ province review</li> <li>- Temporary of short-term accommodation and/or housing</li> <li>- Salary and bank accounts</li> </ul> </li>   <li>▪ FAQs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Case studies</li> <li>▪ Assessment</li> <li>▪ Structured learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Checklist</li> <li>▪ Brochures and IEC materials</li> </ul>
<b>Review</b>	See learning assessment section on page 44		

**NOTES:**

- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. With the beneficiaries' need to connect any new learning to their knowledge/experience base, the facilitator can ask them to share work-place related concerns that they are expecting abroad
  
- Videos of specific countries can be used during the orientation. This will enable the beneficiary to see different workplaces in the relevant COD
  
- Brochures, websites and clippings can be used to further help the beneficiaries. Access to web-based information may be contained in materials sent out with them
  
- The module can be modified based on culturally-sensitive and country-specific information and as per participant's training requirements
  
- For endnotes, references and other resources please see page 90 to 94



## Module 8 | Reintegration of TCWs

Focusing on the means that facilitate the sound temporary or permanent return of TCWs is highly required, it is essential to adequately address this matter in a much more comprehensive manner.

With return and reintegration, TCWs are exposed to different types of vulnerabilities as they come back to their COO. When they return home with changed financial situations, they become socio-economically vulnerable as they sometimes lack the necessary information and access to employment, as well as entrepreneurial and business opportunities. This is further exacerbated by the length of migration the TCW has been immersed with different ways of life, which has estranged them from their own culture and practices of their families, their communities and their COO.

This module aims to provide TCWs with an orientation on what to expect from their COOs after they opt to come back home. This covers areas like providing information on changes in the social and cultural conditions, potential business and employment opportunities as well as other things that they could expect.

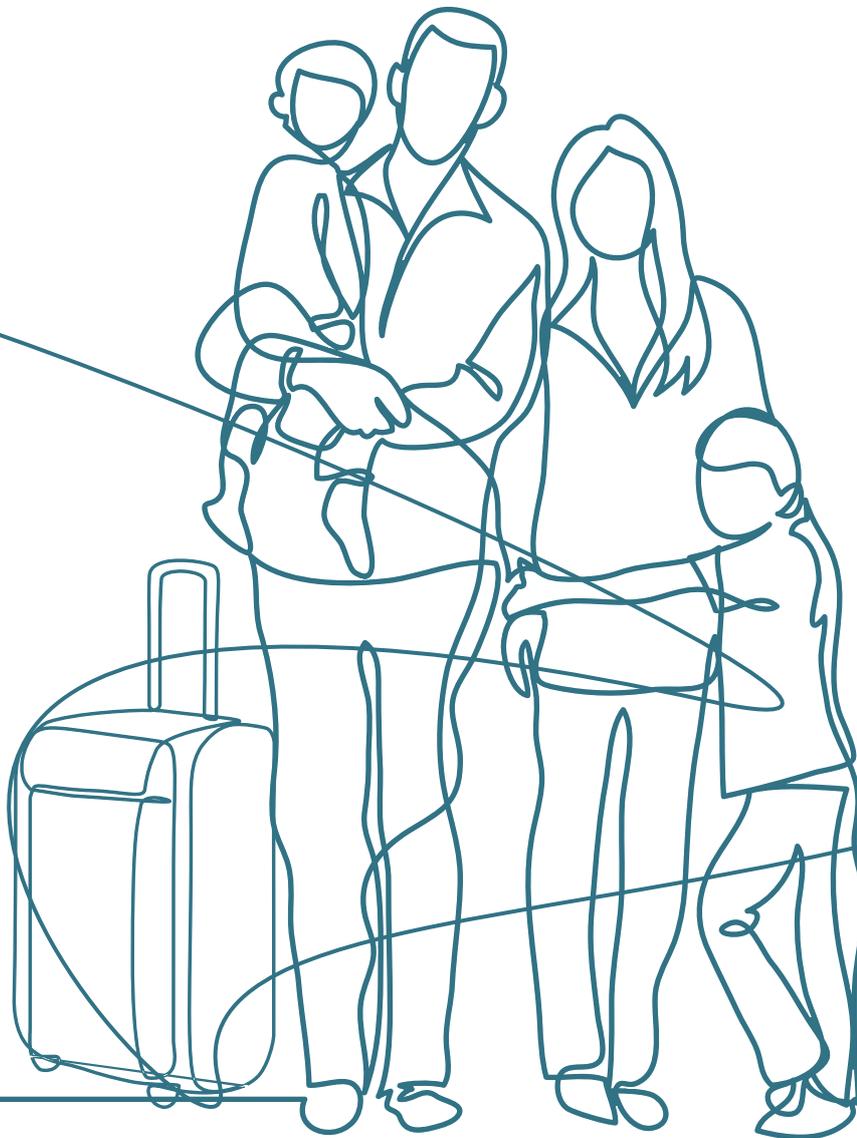
<p><b>Module Description</b></p>	<p>This module serves as a guide for TCWs to help them acquire readiness for their eventual return to their home country and achieve full reintegration. It covers areas like cultural reintegration, financial readiness and economic reintegration as well as other things that they might expect during their return. The module also puts the TCWs' family at the core in helping them adjust to the conditions of their COO.</p>	
<p><b>Learning Objectives</b></p>	<p><b>At the end of the module, beneficiaries should:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the different stages of the labour migration cycle especially reintegration</li> <li>▪ Identify potential challenges when they return to their COOs</li> <li>▪ Understand the need for savings and financial investment in preparation for return</li> <li>▪ Address the social, cultural and economic dimensions of reintegration, as well as their corresponding realities</li> <li>▪ Understand the importance of family and support networks in this process</li> </ul>	
<p><b>Duration</b></p>	<p>1 to 2 hours</p>	
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation</li> <li>▪ Caselets</li> <li>▪ Provision of resource materials such as pamphlets and booklets</li> </ul>	
<p><b>Learning Assessment</b></p>	<p>Process and results observation during this module may serve as an assurance of learning. A quiz before and after the session can be given. In order to make the session more interactive and interesting, the trainer can get the participants more engaged. A contest among groups of three can be conducted. The group that scores the highest wins a prize.</p>	
<p><b>Materials and Equipment</b></p>	<ul style="list-style-type: none"> <li>▪ Projector</li> <li>▪ Laptop</li> <li>▪ Screen</li> <li>▪ PowerPoint</li> <li>▪ Post-its</li> <li>▪ Coloured cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsprint</li> <li>▪ Hard copies of the manuals and tools</li> <li>▪ Digital materials</li> <li>▪ Websites</li> <li>▪ Brochures and other printed IEC materials</li> </ul>

**Learning Assessment**

Conduct pre-PDO test to assess the background knowledge of beneficiaries on the module topic and a post-PDO exam after the session. (For more information, see Review at end of module.)

**Essential Takeaway Messages**

- Overseas employment may be temporary but for TCWs there remains a need to prepare themselves and their families for the future
- There are unexpected changes in their lives and in that of their families as well as in the socio-cultural and economic facets of their COOs



## Module Guide

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
<b>Overview of Return and Reintegration</b>	<ul style="list-style-type: none"> <li>▪ Migration cycle review</li> <li>▪ Common expectations of TCWs on return?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Group sharing</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint on the rights of TCWs</li> <li>▪ Pamphlets and brochures which details the potential challenges (simple stories)</li> </ul>
<b>Coming Home to COO</b>	<ul style="list-style-type: none"> <li>▪ Current life in COD</li> <li>▪ COO now               <ul style="list-style-type: none"> <li>- Then and now</li> <li>- Socio-cultural changes</li> <li>- Government</li> <li>- What to expect</li> </ul> </li> <li>▪ Potential challenges and adjustments               <ul style="list-style-type: none"> <li>- Role of the family</li> </ul> </li> <li>▪ Possibilities of life after migration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Caselet discussion</li> <li>▪ Video presentation</li> <li>▪ Game or exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Brochures and pamphlets</li> <li>▪ Video ad: <i>"wala niyan sa States"</i></li> <li>▪ Female or male resource person (former TCW to share what they experienced)</li> <li>▪ Videos depicting living and working conditions of women TCWs</li> </ul>
<b>Economic Dimensions of Reintegration</b>	<ul style="list-style-type: none"> <li>▪ An inventory of current financial situation               <ul style="list-style-type: none"> <li>- Savings</li> <li>- Investments</li> </ul> </li> <li>▪ Entrepreneurship as an economic consideration               <ul style="list-style-type: none"> <li>- Business climate</li> <li>- Small and medium enterprises</li> <li>- Capital</li> <li>- Challenges</li> <li>- Government agencies</li> </ul> </li> <li>▪ Economic considerations of part-time/full-time employment               <ul style="list-style-type: none"> <li>- Employment conditions in the COOs</li> <li>- Competencies inventory, current skillsets, knowledge and other competency dimensions</li> <li>- Challenges with respect to government agencies</li> </ul> </li> <li>▪ FAQs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture and discussion</li> <li>▪ Video presentation</li> <li>▪ Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stories of successful and failed attempts at re-integration</li> </ul>
<b>Review</b>	<p>At the end of the session, have the beneficiaries reflect upon what they have learnt and how that fits with the other components of the PDO and their work experience. Reviewing is voluntary. Trainer may use brainstorming sessions and games to induce voluntary contributions. Alternatively, setting up a contest among two to three small groups could be useful as well as giving out a quiz. The winning group gets a prize.</p>		

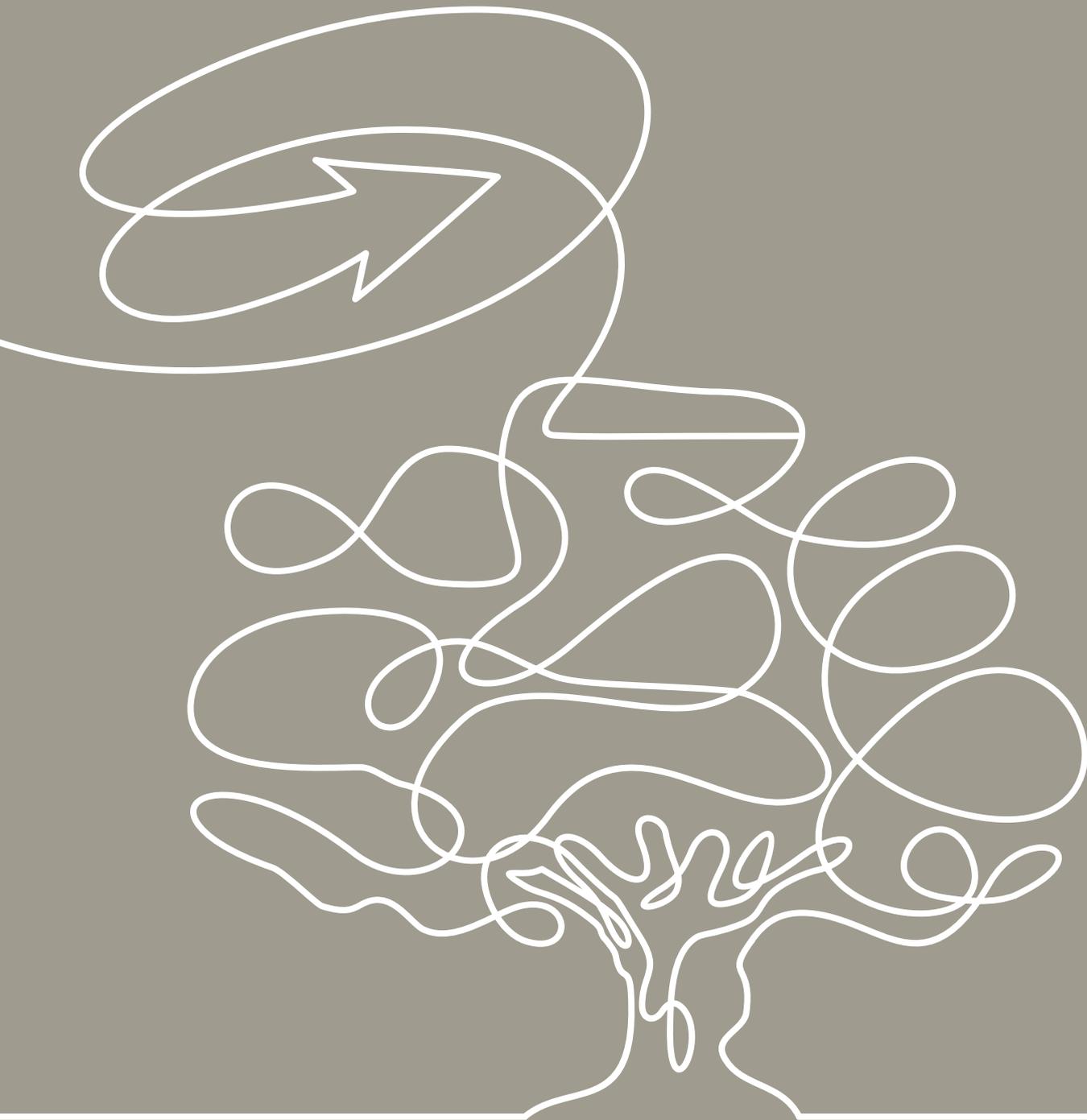
**NOTES:**

- This session is quite heavy and information overload may easily occur. The trainer may access video valid for specific topics or seek to generate these materials
- The video advertisement, *“Walang Ganyan sa States”*, can be downloaded and be changed into a game with a similar title based on their respective CODs and COOs. This would be helpful to ground the sessions on the beneficiaries’ perceptions, expectations along with actual examples
- As this pertains to the last stage of the migration cycle, CODs can opt to conduct this well before the actual return. This can be conducted gradually or in phases way before the actual return of the TCW to their respective COOs. Suggested phases are as follows: Phase 1 - Pre-module information on the Internet-based learning platform with respective assignment at least two weeks before conducting the module, Phase 2 - Face-to-Face module and, Phase 3 - Post-training conducted on the internet-based learning platform two days before actual travel.
- For endnotes, references and other resources please see page 90 to 94





# MANAGEMENT SYSTEM FOR PDO



## 3. INTRODUCTION TO THE MANAGEMENT SYSTEM

ADD member states recognize the value of providing relevant orientation to TCWs that would prepare them for work and life overseas. The differences in the level of experience and capacity of member states in migration governance translates into the variability of PDO programmes when it comes to quality, content and efficiency of service delivery.

This Management System has been developed to support member states in the conceptualization, implementation, monitoring and evaluation of PDO. The proposed system draws from the rich experiences of member states in the delivery of PDO.

It aims to provide a standard system for PDO which would then create a common language, facilitate collaboration and enable effective communication among member states as they work together in developing PDO programmes.

Additionally, the experience from this collaborative engagement will hopefully facilitate broader cooperation among member states in other related educational and training programmes for TCWs.

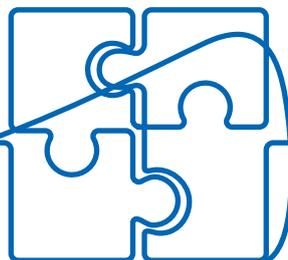
A well-functioning and responsive orientation system requires more than just establishing the content to be provided. The infrastructure for providing such content, the quality and quantity of its delivery, the methodologies for delivery, the feedback and evaluation of such programmes, will need equal attention.

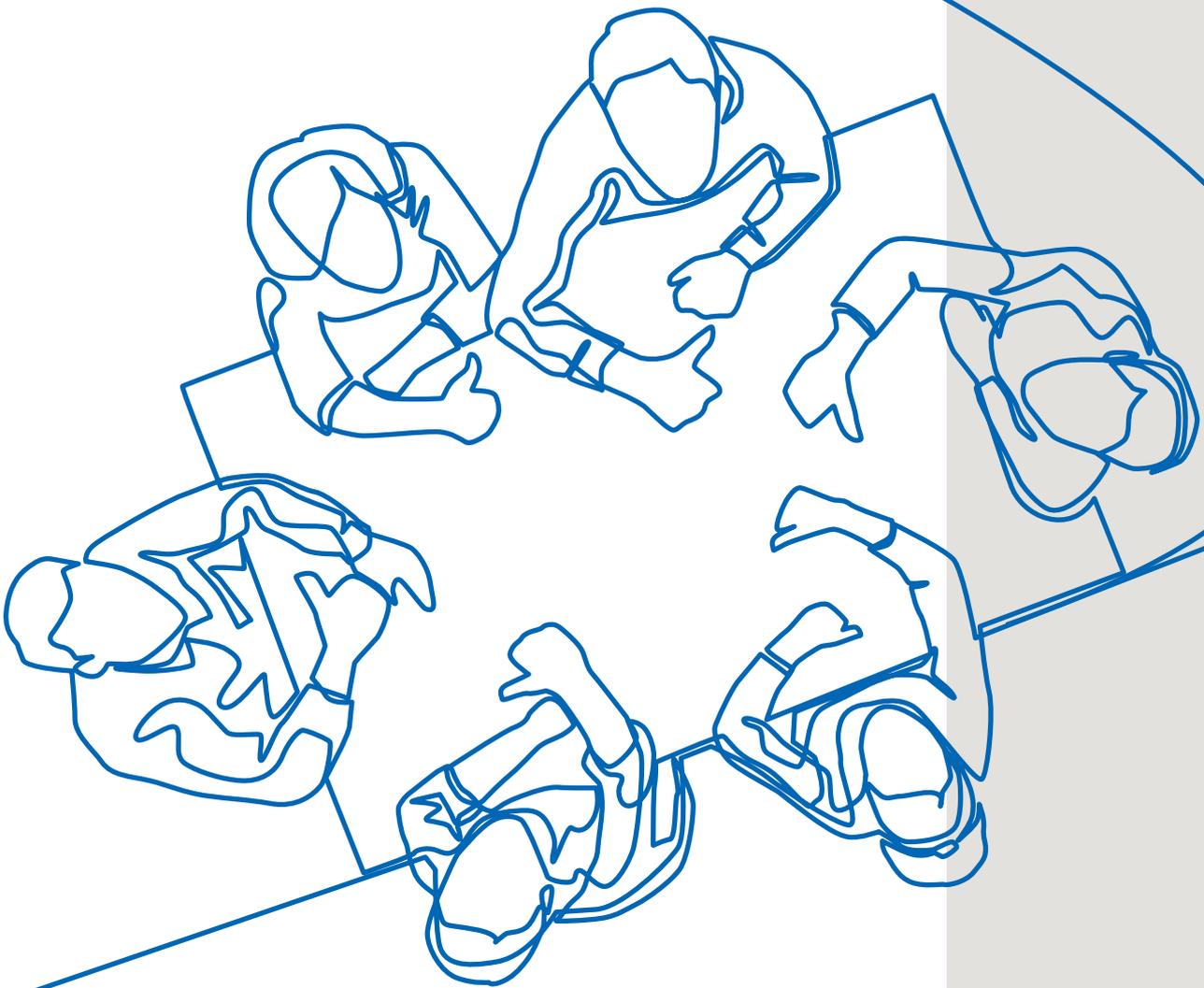
In addition to the formulation of the PDO training module itself, successful implementation of PDO requires a multi-stakeholder support infrastructure in the COO in collaboration with the COD.

For a description of these institutions in the ADD COOs, see Annex 1.

### 3.1 OBJECTIVES OF THIS MANAGEMENT SYSTEM

- To contribute to the harmonization of the PDO system among COOs in the ADD
- To establish a platform for CODs to contribute towards the enhanced implementation of the PDO
- To ensure a system of quality control, checks and balances, feedback mechanisms and progressive improvement of the PDO







# KEY COMPONENTS FOR PDO

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

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



## 4.1 NEEDS ASSESSMENT OF PDO

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

- a. Determine the **target TCW groups**, identify their needs and understand the broader social, cultural, economic and political environment that impacts on their ability and capacity to acquire knowledge and skills for overseas employment
- b. Determine the **target employer groups** in the CODs to identify their needs and the broader social, cultural, political and economic environment that impacts on the TCWs' ability to work and live harmoniously in the community
- c. Examine and assess the capacity of **service providers** like government agencies and NGOs to deliver PDO
- d. Take stock of the available **resources** whether institutional, human, or material such as learning materials, that can be tapped and mobilized to support PDO

These assessments need to be regularly conducted to ensure that changes in the migration landscape, including political and economic conditions, are well monitored. An excellent source of good practices are from the TCWs themselves, as well as relevant organizations and/or associations in CODs.

### NATIONAL AND REGIONAL CONSULTATIONS ON PDO

There are variety of ways of conducting a needs assessment. One of the initial activities for a national programme like PDO is to organize a national workshop or a series of consultative meetings with broad sections of stakeholders in overseas employment – current/returned TCWs, TCW groups, government institutions, recruitment agencies, corporates, NGOs, religious groups and the academic community. They have direct knowledge and experience of overseas employment and are able to provide a general, if not specific, information on the conditions and needs of TCWs.

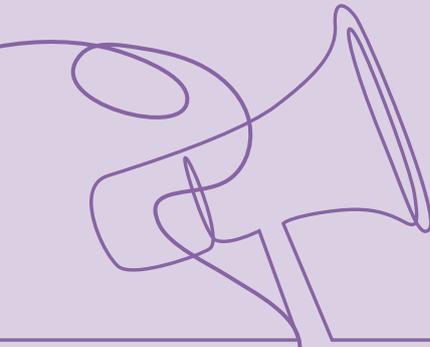
Stakeholders can help determine the overall framework and approaches of PDO based on local context as well as identify resources that can be tapped to support the PDO.

An important spin-off from this consultative process, is the participation of various stakeholders raises greater trust and familiarity between the groups, laying the groundwork for possible collaborations in the delivery of PDO and other TCW related programmes. This is why harnessing the TCWs' knowledge along with their associations in CODs can help in assessing PDO relevance and accuracy. This can further inspire commitment and generate goodwill among the old and new TCWs residing in the COD.

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

### ASSESSMENT OF TARGET TCW GROUPS

The assessment of target TCW groups will require a more in depth assessment method. In every ADD member state, there are thousands of TCWs who leave each year to work overseas. They work in different sectors – from industrial, technical, domestic to service and many others. Each of the sectors require different skill levels and experience and it remains a challenge as to how best to capture this magnitude and variety.



*Involving all relevant stakeholders is recommended in order to comprehensively conduct a needs assessment of PDO.*

However, within different national agencies itself, there are a variety of information sources that can provide an initial overview of the type of workers that PDO will cover. Analysis of migration databases can serve as the basis for sampling surveys of TCW groups. An in depth survey of TCWs will provide specific details and insights into their needs and this data is likely to vary from sector to sector.

Focus group discussions with TCW groups can be organized to put into perspective their sectoral and individual needs. Furthermore, it also provides a good platform for discussing TCWs' concerns that are not easily captured in surveys. One important medium that can be utilized in developing PDO are the TCW communities currently residing in the COD. With their firsthand knowledge and experience of being employed in the COD, they are able to provide a rich source of information on the TCW's needs assessment. Such is the case of Filipino communities in CODs who provide concrete suggestions on what aspects of the PDO are still lacking and suggest areas of improvement.

As part of this exercise, Programme Owners are advised to not organize or develop PDO separately from other TCW-related educational and training programmes. The assessment should also consider what specific legislation might be required for supporting institutional capacity building – from budget allocation to support for strengthening organizations.

Another vital factor to be considered is the availability of external organizations like NGOs and to consider the feasibility of collaborating with them for service delivery.

## 4.2 INSTITUTIONAL MANDATE FOR PROGRAMME OWNERS

Institutions responsible for designing, delivering and monitoring of PDOs are different from country to country. The most common format consists of both the government and the private sector participating in the delivery (and at times, even in the designing) of the programmes. In some cases, as in the Philippines, the delivery of PDOs for domestic workers (DWs) is handled by NGOs and CSOs. In Afghanistan, Nepal and Viet Nam, private recruitment agencies are also responsible for conducting PDO. The government offices are usually in charge of the design of such programmes. In most countries, monitoring is reserved for labour ministries and agencies.

See Annex 2 on the institutional responsibility for designing the PDOs as of 2015.

Overall responsibility for a country's TCWs generally rests with the governmental ministry in charge of labour affairs. However, in the case of India, it rests with the Ministry of Overseas Indian Affairs while in China, it is the Department of Outward Investment and Economic Cooperation, Ministry of Commerce, that remains involved in this field.

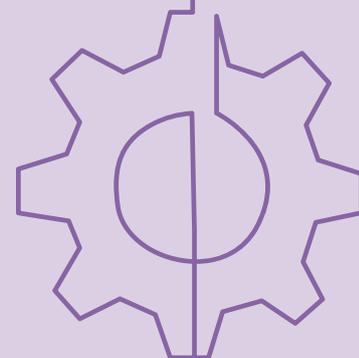
In general, the office(s) dealing with overseas workers typically focus on these two key areas:

### 1. Facilitating Overseas Employment

### 2. Safeguarding the Well-being of TCWs

It must be pointed out that sound migration policies are typically the result of efforts by these departments and offices. Policies should strive to be characterized by coherence, transparency, with broad public support based

*Focus group discussions are a good method to gather feedback that is not easily captured in surveys.*



*Working closely with CODs will help better understand the labour markets and identify appropriate employment opportunities.*

on clear principles of good governance.<sup>3</sup> An open system with active stakeholder feedback, as well as the incorporation of innovative policies and programme go a long way towards an effective support system for a country's TCW population.

This openness can be gleaned from considerations to ensure that the highest policy-making levels of relevant agencies, fully engage with the participation and feedback of stakeholders — including both the employers and employees. In addition, migration governance has increasingly embraced the participation of representatives from government agencies involved in labour related matters. This would include inter-agency cooperation in foreign affairs, trade and industry, social welfare, housing authority, national health service, local governments, and others.

Each of these initiatives need to be suitable to the country's economic and demographic conditions.

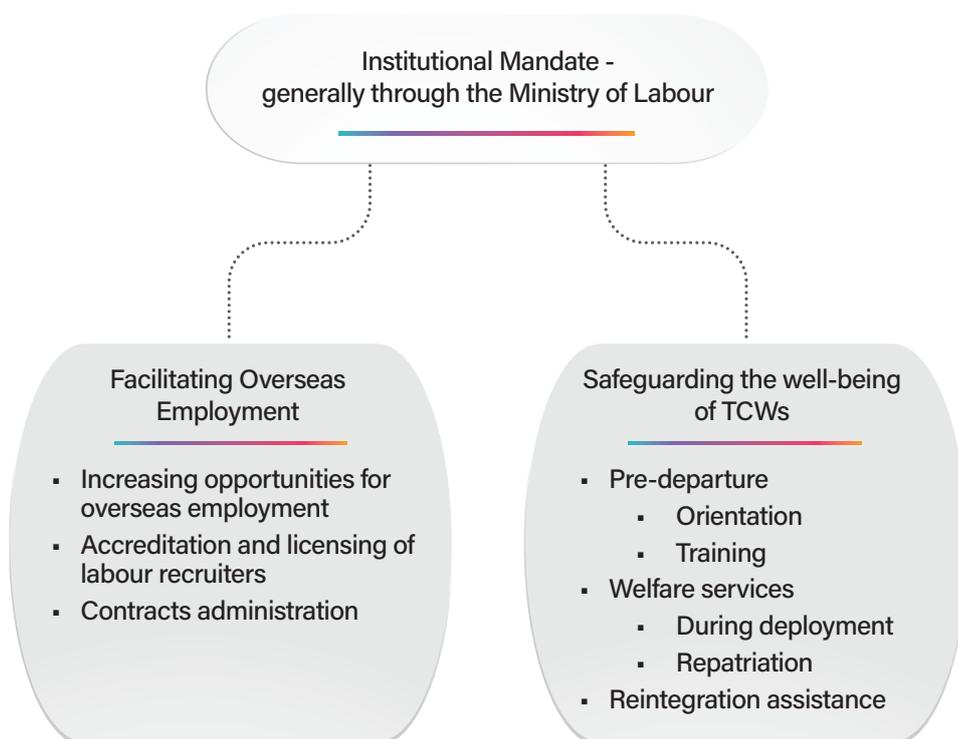


Figure 4: Institutional mandate of PDO.

## 1. FACILITATING OVERSEAS EMPLOYMENT

It is necessary that to increase employment opportunities abroad the need is to work closely with counterparts in CODs. This will help in better understanding and developing of labour markets, accrediting and certifying labour recruitment agencies as well as administering labour contracts for country's nationals.

## CERTIFYING, ACCREDITING, MONITORING AND POLICING LABOUR RECRUITMENT AGENCIES IN THE COO<sup>4</sup>

The recruitment of lower skilled TCWs generally requires the services of recruiters working in close collaboration in both the COO and the COD. To prevent the exploitation and abuse of vulnerable workers, it is recommended that recruiters operating in the COO need to be certified and accredited over and above the general statutory requirements for companies to operate in the country. For example, in the Philippines, the Securities and Exchange Commission play a vital role in registration and other legal requirements.

These specialized requirements may include:

- Expertise to seek opportunities across labour markets and developing connections with labour recruiters in CODs leading to a sustainable business
- The ability to find qualified workforce to meet the demand in the COO
- The ability to negotiate the best possible terms for job applicants
- The ability to provide necessary information that would enable job applicants to make a considered decision as to whether or not to work overseas
- Concern for their clients' welfare prompting the recruiter to ensure that they receive fair and humane treatment
- Financial resources necessary for a level of business that services a staff of at least 100 per annum. It would also include financial resources for business operation, assume liability for claims that may arise in the course of the business as well as provide for repatriation, if required

## EMPLOYMENT FACILITATION AND REGULATION

Recruitment agencies undertake a proactive role in developing labour markets as well as assisting TCWs with helping them find suitable jobs in CODs. They work alongside their counterparts in CODs to ensure the following:

- TCWs receive the best possible employment terms
- Measures are put in place to prevent fraud, exploitation and deception
- There is complete and total transparency in all operations
- TCWs are assured of fair treatment

## CONTRACT ADMINISTRATION AND EMPLOYMENT STANDARDS

The recruitment agency ensures that labour contracts are fair to the TCWs, and that they safeguard their human rights. One key aspect of contract administration is to ensure TCWs receive a fair wage, addressing cost allocations associated with overseas employment. This includes agency fees, training expenses, documentation expenses, including passport, visa and medical costs, and transportation to and from the COD.

## 2. SAFEGUARDING THE WELL-BEING OF TCWS

The office of overseas labour migration should give special attention to the well-being and welfare of low skilled TCWs. The office attends to their care at the point of deployment and also once they are actually deployed since this is an extremely vulnerable demographic and subject to abuse and lack of preparedness to work overseas.

**These resources and services could include:**

### TRAINING AND ORIENTATION PRIOR TO DEPARTURE

Most recruitment agencies offer PDO to assist TCWs adjust to the new working and living conditions as effectively as possible — within the first three to six months. PDO is offered to TCWs and their families. Additionally, some agencies working closely with governmental bodies offer additional training during the work life of the TCW. This could include skills training, orientation and information regarding overseas employment.



## WELFARE SERVICES AT THE COD

The recruitment agency sometimes works alongside members of the diplomatic corps to ensure that TCW receive vital assistance if needed. They are also able to assist in repatriation to the COO if conditions warrant such a drastic step. This may also include further orientation and training in the COD along with family members, if needed. It is in this area that collaboration with the office mandated to oversee the entry of TCWs into the COD becomes critical.

## REINTEGRATION TO THE HOME COUNTRY WHEN THE TCW RETURNS HOME

Once TCWs return home or plan to do so, the recruitment agency should begin efforts to help in reintegrating them into life back in COO. For successful implementation, it would require inter-agency cooperation along with public-private partnerships.

## IMPORTANCE OF STAKEHOLDER ENGAGEMENT

The management and governance of PDO is one of the major functions of the government entity charged with overseeing foreign labour migration in a COO.

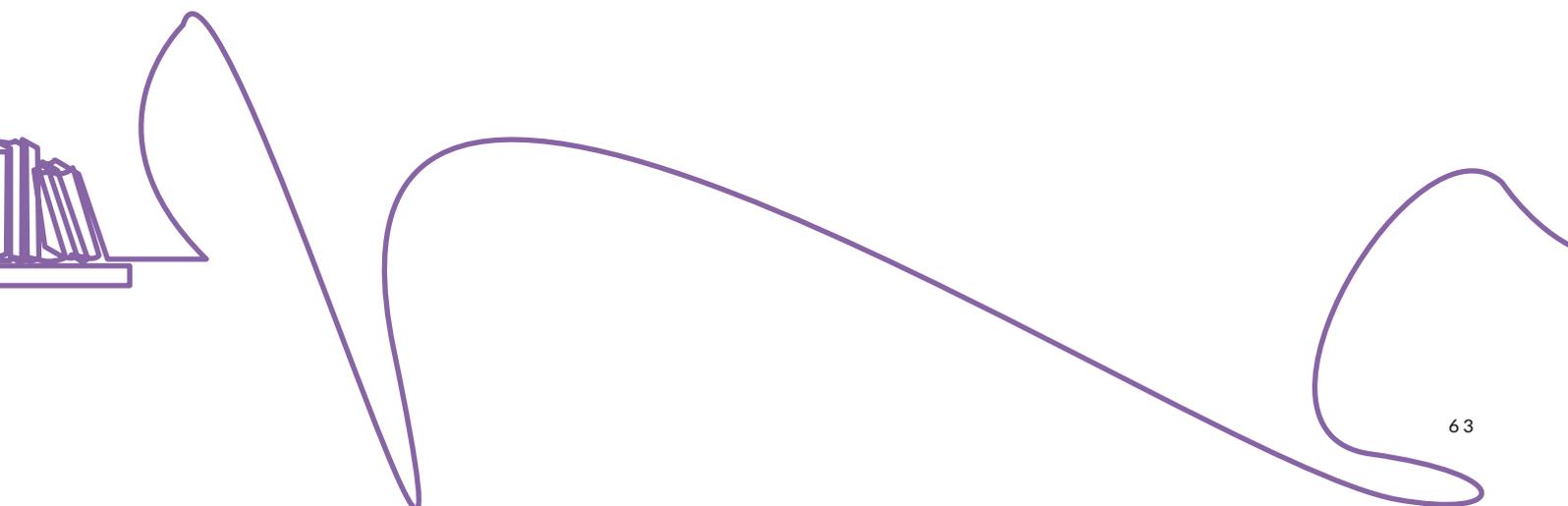
It is highly recommended that Programme Owners engage with multiple stakeholders to ensure the efficiency of PDO. Participation of CSOs and NGOs has been on the increase but they have largely focused on lower skilled TCWs and DWs and mostly under the supervision of agencies that are under the responsible ministry of labour or human resource.

Most countries relate differently with recruitment agencies who continue to play a significant role as PDO providers. Governments play a central role in the design of the PDO as well as in the provision of the PDO. International organizations typically assist governments to design these PDO modules.



COUNTRIES	INSTITUTION RESPONSIBLE FOR DESIGNING THE PDOS	INSTITUTION RESPONSIBLE FOR PROVIDING THE PDOS	INSTITUTION RESPONSIBLE FOR MONITORING THE PDOS
<b>Afghanistan</b>	Recruitment Agencies	Recruitment Agencies	Recruitment Agencies
<b>Bangladesh</b>	The government with the assistance of NGOs, CSOs and international organizations like ILO, IOM, UN Women	Wage Earners' Welfare Board (briefing for group visa); Technical Training Centers (for workers going to Saudi Arabia and Jordan); NGOs, CSOs and recruitment agencies (for women DWs)	Ministry of Expatriates' Welfare and Overseas Employment. However, there is no standard and continuous mechanism for monitoring
<b>Indonesia</b>	Ministry of Manpower	BNP2KTI	BNP2KTI
<b>Nepal</b>	Foreign Employment Promotion Board (FEPB) with Department of Foreign Employment (DoFE) and Ministry of Labour and Employment (MoLE)	Private Accredited	FEPB, DoFE and MoLE
<b>Pakistan</b>	Bureau of Emigration and Overseas Employment (BEOE)	Protectorates of Emigrants - there are seven in major cities	BEOE and Ministry of Overseas Pakistanis & Human Resource Development
<b>Philippines</b>	OWWA	OWWA - PDOs are also given by associations of private employment agencies and NGOs (for DWs)	OWWA
<b>Sri Lanka</b>	SLBFE and Tertiary and Vocational Education Training (TVET)	SLBFE	SLBFE and Tertiary and Vocational Education Commission (TVEC)
<b>Thailand</b>	DOE, TOEA, Overseas Workers' Welfare Fund Unit and Pre-Departure Training Center	Pre-Departure Training Center	Oversea Workers' Welfare Fund, TOEA
<b>Viet Nam</b>	DOLAB	Labour Recruitment	DOLAB

Table 2: Institutional responsibility for PDO in select ADD COOs.  
Source: CIOP data collection, 2014/2015.



## 4.3 DESIGN AND DELIVERY OF PDO

Today, PDO programmes are carried out not only for all TCWs but are conducted for different categories of workers heading to a variety of countries as well. This has resulted in PDOs of different lengths across the COOs, and sometimes even within those countries.

The following major trends, among others, have been observed as indicated:

1. More industry specific PDOs especially for lower-skilled or household workers
2. More COD-specific PDO content
3. Wide range of duration from one single day to 28 days

The result of needs assessment will serve as the basis for the design of PDOs.

Nevertheless, there are five primary components of a PDO design that Programme Owners may consider:

1. **Learning Outcomes**  
What will the beneficiaries know, understand and be able to do as a result of attending the PDO? What skills do TCWs expect to learn from PDO?
2. **Learning Materials**  
What materials will help address the learning outcome? What are the suitable materials to target migrant groups?
3. **Trainers and Service Delivery Providers**  
Who will facilitate the PDO and what organizations will be qualified to run a PDO?
4. **Approaches and Methods**  
What are the appropriate methods and approaches to attain the learning outcomes that are best suited to target groups?
5. **Logistics**  
When and where is the venue for PDOs? How long are the classes? How large is the class size?

The CODs can also play a significant factor in designing a PDO. Drawing from experiences of member states, a general template can be designed for PDO and trainers can then adjust the template according to the specific types of TCWs.

Those with less work experience or knowledge on working overseas may have a higher demand for information and guidance. By organizing a PDO as per the type of TCW or a specific COD under consideration, trainers can select according to the appropriate modules, topics and activities.

*The duration and delivery of PDO varies across ADD COOs, and sometimes even within those countries.*

## GENERAL DESIGN TEMPLATE FOR PDO

The general design template is recommended to follow the cycle below:

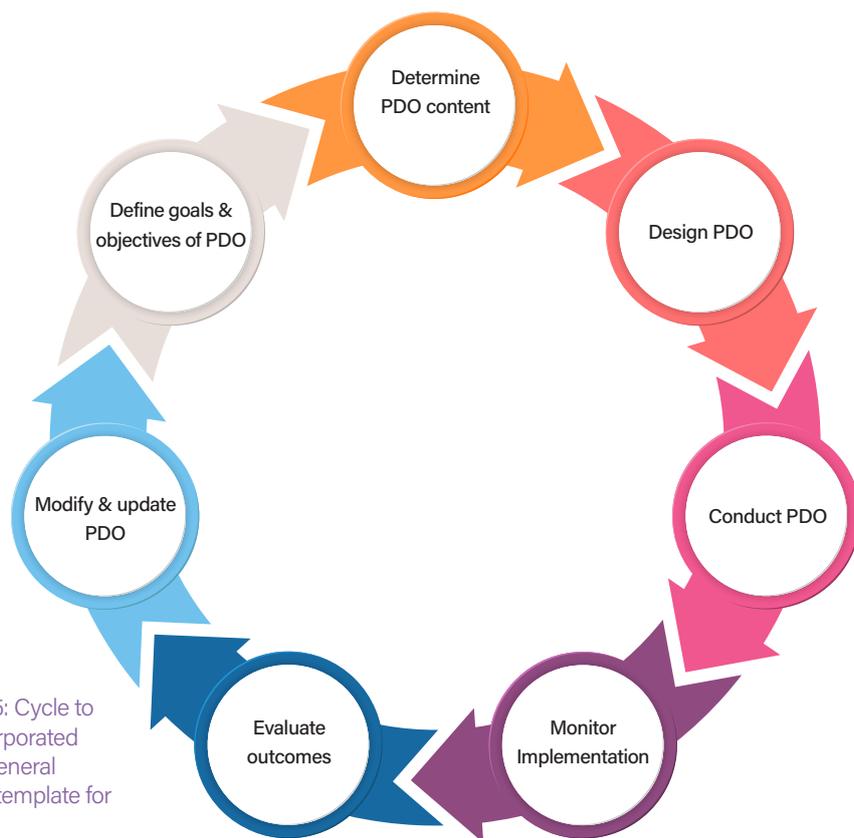


Figure 5: Cycle to be incorporated into a general design template for PDO.

*Involving all relevant stakeholders is recommended in order to comprehensively conduct a needs assessment of PDO.*

## KEY STEPS FOR PROGRAMME OWNERS

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

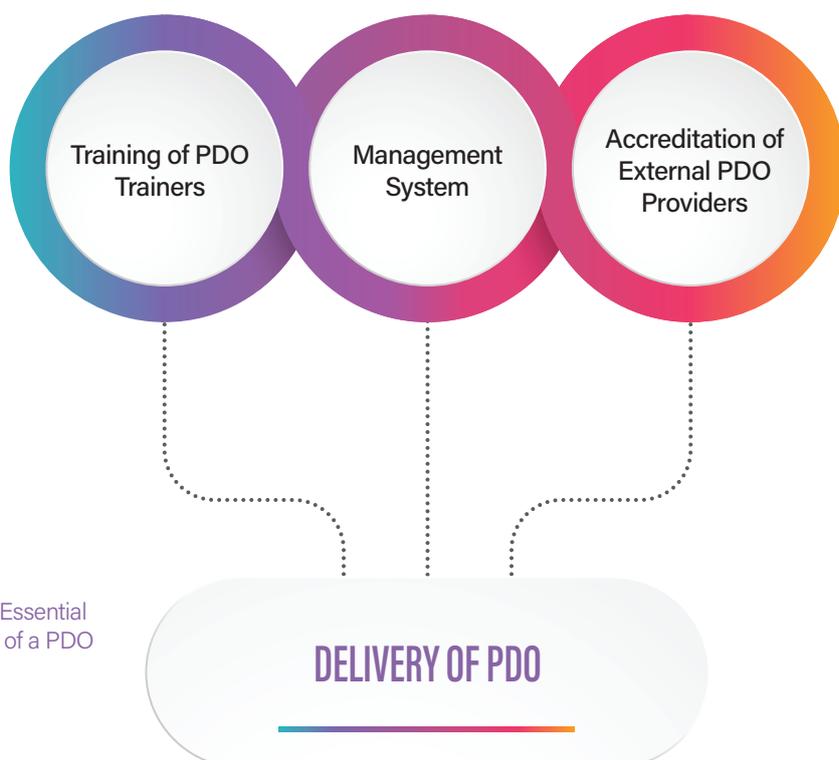


Figure 6: Essential elements of a PDO template.

## Step 1: Define learning goals and objectives of the PDO

This should be based on the needs that have been identified along with the backgrounds of the persons to be given the orientation. It will require research on gaps in knowledge, skills and attitudes of the TCWs and their respective COOs.

For each major category of TCW, the following relevant data and information is recommended to be found:

- Job requirements
- Working conditions likely to be faced in the COD
- Nature of the potential employees to be deployed, their objectives in seeking work overseas along with their preparedness for embarking on overseas work

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

## Step 2: Determine content, basic information of PDO

- Translate learning goals and objectives into skills and knowledge areas that are appropriate to the beneficiaries

## Step 3: Design standard PDO module

- It is advised to include related materials and efforts should then be made to pre-test the PDO module

## Step 4: Conduct PDO

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

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

## Step 5: Monitoring implementation (Input evaluation)<sup>5</sup>

This refers to overseeing the implementation of the PDO by accredited training bodies to ensure compliance with standards. Some key considerations relating to standards:

- Compliance with PDO curriculum
- Use of mandated materials/training aids and equipment
- Knowledge of the content
- Training knowledge – clearly expresses ideas, engages the participants, encourages interaction and gives examples
- Personal grooming and professional demeanour which also includes promptness
- Training venue – A well-lit and air-conditioned room of adequate size, with comfortable chairs; toilets are provided and safety is ensured (evaluation routes and signs)
- Attendance is monitored
- Trainee feedback is solicited

5. 2015, Procedures and Guidelines for Monitoring the Compliance of PDOS Providers, Memorandum of Instruction No 002, Series of 2015, Overseas Workers Welfare Administration, Department of Labor and Employment.

## Step 6: Evaluate outcomes<sup>6</sup>

- Outcomes are monitored and evaluated to ensure that the objectives of the orientation are achieved — including an analysis of factors that hinder the achievement of the said objectives. The task of output evaluation is to evaluate where the project outcomes can be attributed to the intervention, that is, the PDO. Another important aspect is the cost efficiency of the orientation.

## Step 7: Update PDO

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

## BASIC PDO INFORMATION

PDO programmes were put together to enable citizens leaving for employment abroad to access some necessary basic information about the country where they would be going to. This includes the procedures they would have to follow on arrival and departure; the **do's and don't's** they should be aware of, and finally, the terms and conditions of their employment. Such information is found in many of the PDOs given in most COOs.

Departure tips are the most common for all the COOs' PDOs. For example, the concept of foreign employment is merged with the opening session to gauge the participants' awareness and perceptions regarding the topic.

In Sri Lanka, the **code of discipline** is discussed repeatedly during the vocational training and also during the training for common competencies. In the Philippines, the **rights and obligations** of workers in relation to their employment contracts and other legal modes of recruitment is offered as well. **Health tips** can range from ordinary health regulations in the COD, vaccination requirements to specific sessions on drinking and gambling.

See Annex 3 for the information provided in PDO across ADD COOs.

TCWs can become **irregular while abroad**. Many do so by overstaying their visas, by violating labour laws or by leaving their designated sponsors/employers, thus exposing themselves to a more insecure situation. PDO sessions focus on making the TCW aware of the **consequences** of such a status and relates to how such irregularities may be avoided and/ or how to seek remedy for violations committed against the worker.

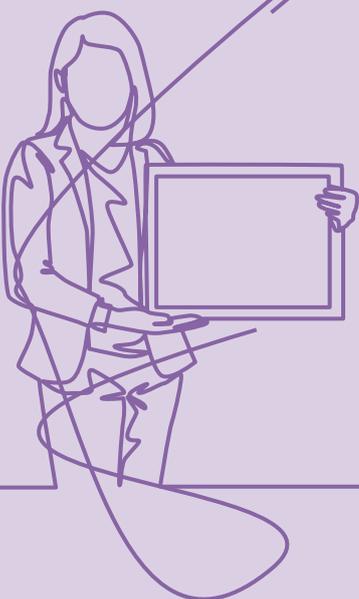
TCWs are not only workers in need of protection but are also regarded as ambassadors of the **country's culture, customs and traditions**. This is reflected in PDO sessions on promoting positive values towards good performance at the workplace and touches upon basic elements of the laws of the CODs including handling of welfare and labour cases among others.

In Pakistan, the beneficiaries are informed of values and the consequences of serious offences against the laws of the COD. In Indonesia, values are contained in the "Personality and Mental Development" module.

## TAILORING CONTENT

Learning objectives specific to a country, sub-region or district will determine the content, duration and fees to be charged. Opinions across COO differ as to what kind of PDO should there be, whether: generic for all those departing, skill-specific, occupation-specific, COD-specific, first or returning TCWs only or gender-specific.

*With the wealth of knowledge products available on life overseas, COOs can refer to these resources when developing PDO material.*



A different kind of PDO may be generated for skilled workers that could be available online and could be availed of anytime. “Blended learning” can be constructed to allow PDO to cover more topics and/or provide deeper and more specific information about context and occupation.

Standard modules may be formulated for different types, such as generic, occupation-specific, skill-specific, first or returning TCW, and context specific.

Standard modules may be adopted to have generic, and additional modules which may be added to address specific requirements of the participants. The more specific, the more resources are required in the design and provision of the PDO. Fixed and overhead costs can be borne by a bigger set of participants.

In this regard, the government and CODs along with the support of organizations can undertake the design and (partly) the provision of the PDO for special skills and categories of workers. Employers in the CODs can consider this as part of their own orientation training that is conducted upon arrival at the workplace, and investment of resources in the PDO.

## DEVELOPING COURSE MATERIALS

The choice of materials to be developed will depend on two major factors: (1) learning outcomes and (2) type of beneficiary groups. The materials should help address what information or skills the outward-bound TCWs will gain from PDO. The language, complexity of the content along with its length should be appropriate to the education and skills level of the TCWs.

Reading materials, learning exercises and audio-visual materials are the basic resources needed for PDO. At the minimum, every module should have reading kits for TCWs to bring home. Trainers should also have adequate support resources such as, videolips, case studies, photographs and reading lists to aid them in their preparation and delivery of PDO. The development of resource materials will require time, money and human resources. Aside from in-house experts of agencies involved in PDO delivery, context experts and trainers from other organizations will be needed in the design and development of materials.

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

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

With the level of technology and multimedia materials available online, there are a number of resources that can be used in the development of learning materials for PDO. Companies such as, airlines, telephone companies, remittance agencies and so on regularly produce materials on life overseas and on different CODs.

Before using these materials, trainers or learning resource developers must ensure that copyright permits have been secured. If copyright prevents the use of the material in the training, they can be referred to as additional materials which the TCWs can access on their own.

## DELIVERY MECHANISMS

There is a vast array of methods that can be used for PDO delivery. In selecting the most appropriate method or a mix of methods, the primary consideration should always be the purpose and learning outcomes for each type of PDO. The most common method in PDO is the lecture-type delivery, which has been seen to be effective in conveying and analysing large sums of information. The lecture can be enhanced with the use of PowerPoint slides or short video clips.

However, the lecture-type PDO is highly dependent on the trainer's capacity to elicit and maintain interest. More often, in this case, the participants tend to be largely passive. One way of breaking the monotony is to include group discussions in between the lectures. This will keep the beneficiaries interested and involved.

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

Group exercises such as, games and role play can also be introduced. These are effective in drawing out TCWs' interest in the topic and encourage active participation. They also learn much more from working together and discussing course materials with their fellow TCWs.

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

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

Standard modules should be:

1. Clear on the learning goals and objectives, provided that an assessment of the participants has been done
2. Learner-centered, to ensure better retention of learning during the PDO
3. Part of other orientation initiatives, such as PEO and PAO. The PDO is a short and crisp intervention at a time when the attention of the TCW may be limited due to other priorities prior to departure
4. More occupation-specific, skill-specific or for a particular category of workers, depending on the requirements of a particular set of participants

All the hard work in planning and materials development for PDOs come together at the delivery stage.

Its success will depend on accurate analysis of the beneficiaries' needs, well-designed PDO programme plans, relevant materials and well-prepared trainers.

*Keeping beneficiaries active and interested during the PDO session is crucial in supporting enhanced information retention.*



## 4.4 MONITORING AND EVALUATION

The "Background Report on Pre-Departure Orientation in Abu Dhabi Dialogue Countries" indicates that few of the COOs surveyed have a technical mechanism to assess PDO. All PDOs are evaluated after the session by directly asking the beneficiaries how improvements could be made. Given the diverse designs and modes of delivery by different institutions, a uniform assessment is difficult at this time.

### THE KIRKPATRICK FOUR-LEVEL TRAINING EVALUATION MODEL

Understanding the importance of comprehensive evaluations, Programme Owners are invited to consider the incorporation of an evaluation at the end of the training course. Such evaluations can be conducted at many levels. D.L. Kirkpatrick presents a useful model for training evaluation. The model states that there are four levels:<sup>7</sup>

LEVEL 1 (REACTIONS)	LEVEL 2 (LEARNING)
<p>This level deals with immediate reactions to the learning event and gauge the level of satisfaction.</p> <p><i>Most PDOs are at this level — given their length and heavy content shared through lectures.</i></p>	<p>This level has the beneficiaries assessed for what they have learnt, new information not previously known before the PDO and new skills learned and mastered.</p> <p><i>All PDOs should work towards this level. The Modules in Part 1 for this paper offer creative ways for conducting assessment that engage the beneficiaries.</i></p>
LEVEL 3 (BEHAVIOUR)	LEVEL 4 (RESULTS)
<p>This level is more about assessing the impact of the learning intervention on the individual. The effect of the knowledge gained from the course as seen transferred to everyday life and work.</p> <p><i>This assessment will require post-course evaluation after some time, as 2-3 months after arrival at the COD workplace. This may require an independent third-party</i></p>	<p>This level examines the impact of the training on the beneficiaries' performance, the community and/or the workplace.</p> <p><i>An independent third party will be required to focus on this work.</i></p>

7. 1998, Kirkpatrick, D. L. Evaluating Training Programs: The Four Levels. San Francisco, CA: Berrett-Koehler.

All trainers should feel responsible for evaluating their PDO at Levels 1 and 2. The difficulty in measuring Levels 3 and 4 is well noted. While significant resources would be required for this exercise, meaningful innovations are usually generated at these levels. Efforts to measure Levels 3 and 4 could commence as a cooperative effort within the ADD and its partners.

What is evident is that an infrastructure for mobilizing and harvesting participants' feedback is being developed. Whether right after the programme or three months later, timely feedback for both policy and programme innovations for the COOs are being provided, on their own and across the COOs.

The maintenance of an open system is necessary to encourage rapid prototyping and incremental interventions that would make room for new policy issuances along with changes in methodology and materials as these become available. Most importantly, it would include participants' assessment of their learning and evaluation of the programmes. Technology offers many approaches to support such a system.

## ADDRESSING LIMITATIONS

In the "Background Report on Pre-Departure Orientation in Abu Dhabi Dialogue Countries," there was a general consensus among key informants that PDO does perform a unique and important function, and must be continued despite some of its limitations in the system.

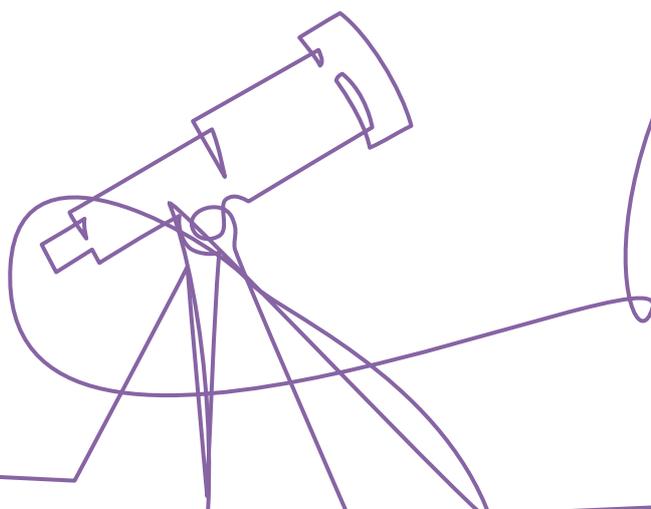
In order to design an effective Management System for PDO, noting and aiming to address limitations is key

The following were cited as limitations:

- 1. Preparation of Trainers:** As stated earlier, not all ADD COOs surveyed have proper mechanisms in place for evaluating and certifying trainers and neither do they have the necessary competency level required by PDO.
- 2. Delivery Mechanisms:** The methodology and mechanisms for PDO should include better training facilities, better use of digital technology and better educational materials.
- 3. Content:** The generic nature of many PDO programmes does not include information relating to relevant laws, customs, traditions, practices and languages across the CODs.
- 4. Monitoring and Evaluation:** A stricter and more formalized monitoring system developed by an independent entity could be a key consideration. It would likely include feedback from beneficiaries as the basis for accreditation of trainers, accreditation of service providers, adequacy of facilities and instruments along with compliance with new curriculum and methodologies.

Suggestions include: better budget; decentralized PDO for the community; gender-friendly facilities, more participatory and learner-centric system among others.

*Beneficiary feedback ensures that PDO remains effective and addresses information gaps and misinformation.*



*Investing in PDO trainers through comprehensive and regular training will support the efficient delivery of PDO.*

## 4.5 TRAINING AND ACCREDITATION

The effectiveness of PDO largely depends upon the knowledge and skills of trainers. The Training of Trainers (TOT) should rely on specific educational experience, certified knowledge on specific information that needs to be conveyed, requisite educational skills along with familiarity with digital technology. COOs have had to rely on partners in the government, private sector and Civil Society Organizations to deliver the PDO.

Almost all of the COOs have adopted standard modules by different trainers for adoption. Not all countries have proper mechanisms in place to certify that trainers have a level of competence required by the PDO. It is not clear what level of competence is expected of PDO trainers, in terms of educational and work experience as well as in providing TCW with enough information and motivation for further learning.

As a first step, it is proposed that PDO trainers need to have practical work experience and theoretical knowledge to conduct PDO. They should also undergo periodic training. COOs would benefit from establishing a set of core modules for TOTs to achieve effectiveness of PDO region-wide. These core modules would mould and develop the core competencies that every PDO trainer must possess. The accreditation and provision of credentials for PDO trainers would be anchored to their ability to demonstrate these core competencies.

There should be a certification process as well as provisions for follow-up and further development. In most COOs, accreditation standards are not yet in place or are being developed. Until this is made widely available, the need for effective TOT remains a priority along with the increased monitoring of PDO modules and their trainers.

### STEPS FOR AN EFFECTIVE TOT

TOTs are key to ensuring that PDO programmes remain robust. However, such training must be regular. Following a systematic process for doing a TOT, there are specific steps that are recommended:

#### Step 1: Learning objectives

A systematic process for a successful programme of developing capable and motivated PDO trainers starts by looking at the learning objectives of PDO itself, the characteristics of the potential PDO beneficiaries and the qualifications of potential PDO trainers. This leads, in turn, to formulating the learning goals and objectives of the TOT modules.

#### Step 2: Content of TOT modules

Based on the learning objectives, the actual content of the modules can be formulated. The TOT module should include the development of knowledge, skills and attitudes along with the responsibilities outlined for the trainers. There is a wide range of TOTs in terms of length. The training should be at least one day, if not more. It may also be spread out over a number of weeks so that beneficiaries can have a chance to apply their learning and bring back the experience to the classroom for verification and discussion.

#### Step 3: Design of the TOT module

Materials inclusive of teaching aids need to be developed in support of the TOT module. This may include written materials, audio-visual aids, exercises, provision for practice, feedback and finally a process for assessing learning and a certification process. The designing process includes a consideration of what institutions may operate TOT.

## Step 4: Conduct the TOT

Carrying out the TOT will require sourcing competent trainers with the desired knowledge and expertise. It includes an assurance of learning, for example, some method of verifying to know if learning has taken place. There should also be a feedback and assessment mechanism at the conclusion of each of the TOT courses.

## Step 5: Monitoring and evaluation

This includes not just monitoring to see if the TOT is being carried out successfully but also monitoring of the PDO trainers over a period of time to ensure that quality PDO training is being consistently delivered. It also looks at the credentials and renewal process at the same time.

## Step 6: Modify and update the TOT

Based on the feedback and monitoring as well as research on the evolving nature of the TCWs and the markets that they work in, the TOT needs to be revised and updated on a periodic basis.

## STANDARD QUALIFICATIONS OF TRAINERS

The development and delivery of PDO will require trainers and support staff who are knowledgeable, experienced and well-trained. An accreditation process can be drawn up in which trainers will undergo written examinations and practical exercises along with a recognition of their education, previous training and work experiences. Part of the designing process should include the formulation of standards that is, to see who may be qualified to become PDO trainers.

In the case of the Philippines, PDO trainers must:

- Be college graduates
- Have experience in being an overseas worker, (eg. shipboard experience for PDO trainers for overseas Filipino workers (OFWs) preparing for sea-based jobs, or on-site experience for trainers for land-based jobs). In the absence of such experience, the prospective trainer must have been involved in training, research, administration or have undertaken relevant overseas employment for at least two years prior to the application to be a PDO trainer
- Have good communication skills
- Pass an interview by officers of the migration governing body and must have completed the TOT training<sup>8</sup>

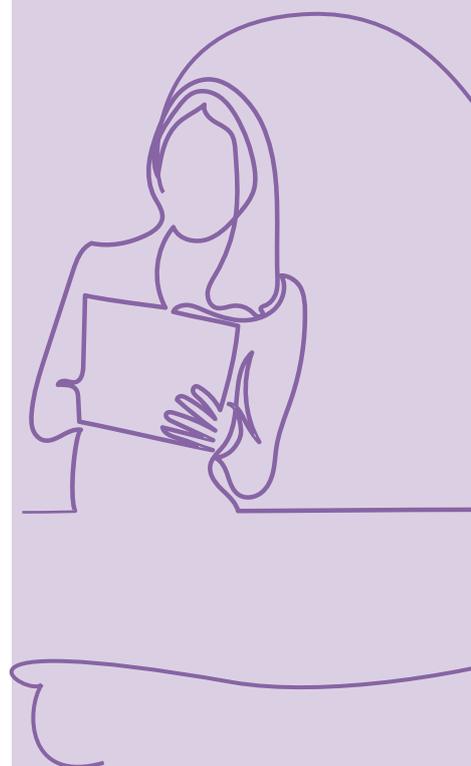
## QUALIFICATION LEVELS FOR PDO TRAINERS

A recommended area of discussion among ADD member states is the exploration of certification and qualifications of PDO trainers.

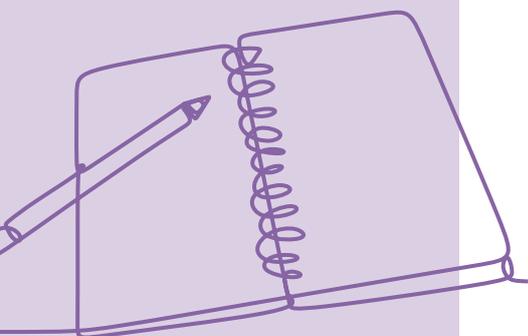
This Management System puts forth that the qualifications level may be organized into three tiers of certification, as illustrated below. Appropriate examinations may be developed for each level.

### National Certificate I

- Relevant undergraduate degrees
- Overseas work experience, below 5 years
- Completed 50 hours of PDO training
- Delivered 15 PDOs
- Passed the Certification Examination for NC1



8. Revised Policies and Guidelines for the Implementation of the Pre-Departure Orientation /Seminar (PDOS), Memorandum of Instruction No, Series of 2016, Version 15, OWWA.



*COOs can consider involving key resource persons, such as financial experts and mental health counsellors, to deliver useful information to beneficiaries.*

### National Certificate II

- Relevant undergraduate degrees,
- Overseas work experience, 5-10 years
- Completed 100 hours of training on PDOs
- Delivered 30 PDOs
- Developed learning materials for PDOs
- Passed the Certification Examination for NC2

### National Certificate III

- Relevant postgraduate degree
- Overseas work experience, over 10 years
- Completed 150 hours of training in PDOs
- Trained in training trainers in PDOs
- Delivered more than 50 PDOs
- Trained more than 5 trainers
- Completed more than 200 hours of training in PDOs
- Passed the Certification Examination for NC3

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

As part of the TOT management, a credential process can be incorporated:

- Relevant documents to be submitted by prospective PDO trainers
- Complete assessment tests to ensure that learning goals are met
- The issuance of registration to be PDO trainers
- The validity of - and process - for certification renewal

Given the variety of educational qualifications across ADD COOs, a system for equivalency may be adopted for the process of credentialing and issuing of national certificates.

## CONTINUING EDUCATION AND TRAINING OF TRAINERS

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

## ACCREDITATION OF INSTITUTIONAL SERVICE PROVIDERS AND RESOURCE EXPERTS

### A. NGOS

NGOs are widely recognized for their contributions to the promotion and protection of TCWs' rights and welfare. They have also been active players in the governance of migration. Hence, they can be effective partners in

the education and orientation of TCWs. NGOs can perform a variety of roles in PDO delivery. At a minimum, they can provide technical assistance in the development of PDO modules and learning materials. Given their direct involvement in migration, they can provide appropriate case studies for modules. They can also be invited as guest lecturers or facilitators.

In Indonesia, the Philippines and Sri Lanka among others, NGOs have also been tapped as service providers for PDO design and/or delivery. This is a feasible alternative as it broadens the PDO choices for TCWs. However, there must be a process in place to engage these NGOs for PDO. Their involvement should be fully defined, in terms of expectations and roles in PDO delivery.

Below are the recommended basic requirements in accrediting NGOs for PDO delivery:

- Demonstrated experience in handling programmes on education and orientation of TCWs
- Engagement in advocacy and policy development on TCWs' rights and welfare
- Demonstrated capacity of staff to deliver training for TCWs
- Demonstrated capacity to provide a training centre according to set standards
- Demonstrated capacity to develop and produce learning materials for PDOs

As NGOs largely depend on external funding for their activities and advocacies, financial costs of PDOs delivery need to be discussed and resolved prior to engaging their services.

This Management System highlights that the cost of training should not be burdensome to the TCWs.

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

## B. PRIVATE SECTOR

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

## OUTSOURCE PDO DELIVERY - WHAT TO CONSIDER

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

### Goal of outsourcing

*Can the entity to whom the orientation is outsourced perform the function more efficiently than the main institution?*

If the answer is yes, value is created by outsourcing the function and both entities can potentially share in the value creation. The typical consideration for outsourcing orientation is more to do with efficiency and cost savings.

## Maintenance of quality

### *Will outsourcing compromise the desired outcomes?*

In addition to efficiency, another major consideration has to do with the suitability of suppliers, that is, how will quality be maintained? It should also be seen that if there is an increased number of PDO training institutions, it will not only make it much more diverse but will make it difficult to monitor and ensure quality. More the number that much more diverse will the nature of PDO-training institutions will be - and that much more difficult it will be to monitor and ensure quality. This may be exacerbated by the possibilities of conflict of interest when, for example, the business objectives may run counter to the requirements of good PDO training.

## Importance to PDO Programme Owner

### *How important is the function to be outsourced to the mission of the entity?*

The more critical the function is to the relevant government entities that much more difficult – and even dangerous – it is to outsource the function. Thus entities more easily outsource those parts of the information supply chain that are important for successful operational performance or are administrative in nature but not strategically critical towards attaining the entity's objectives with PDO.

## Availability of specialized resources

### *What potential vendors would be evaluated and selected on their capabilities against project requirements?*

Another reason to outsource is when the specialized nature of the training requires an external provider to run training in a way not possible with internal resources. Training is often outsourced when a unique skill set is available amongst specialized vendors that could not be developed or managed in-house.

## Nature of potential PDO beneficiaries

### *What factors can determine the category of potential trainees?*

This is a pertinent question given the very wide range of overseas workers. It may be easier to consider outsourcing PDO in certain circumstances.

#### **Preferred providers for outsourcing may include:**

- NGOs working in the field of migration assistance
- Not-for-Profit training institutions focused on grass roots training such as, microfinance development and/or capacity building,
- Labour recruitment agencies and/or industry associations of labour recruiters

## CRITERIA FOR THE CHOICE OF EXTERNAL PDO TRAINING PROVIDERS

ADD member states may consider the case of the Philippines in determining acceptable criteria for accrediting training providers:

- Must satisfy all government statutory requirements for operations, such as registration with the Securities and Exchange Commission and POEA

- Must have a designated training manager who would be overseeing the over-all implementation/conduct of the PDOs and trainer/ resource speaker(s) for specific topics duly registered with OWWA. The former should take over the PDO training if regular trainers/ resource speakers are unavailable
- Must be in continuous operation for three years at the time of application to be an accredited PDO provider
  - a. For a recruitment and human resource agency, it must have a staff strength of 100 per annum
  - b. For an NGO, it must be involved in advocacy work on migration and developmental issues and with programme of action for the general interest and welfare of OFWs
- Must have facilities suitable for the PDO (a well-lit, air-conditioned training room adequate in size to easily and comfortably accommodate the expected number of participants. It needs to have a sufficient student-space ratio of 1.5 sq. mt. per student. It must also be conveniently located, have suitable sanitation facilities, and comply with occupational health and safety standards)
- Must have trainers who possess desired knowledge and requisite skills (at least one designated trainer and one training manager who has undergone TOT at a migration agency)
- Must have a training room with at least one whiteboard, one multimedia equipment with white screen, one computer unit and appropriate audio equipment
- Must have a venue that could be solely dedicated to PDO training

Other criteria that may be considered include:

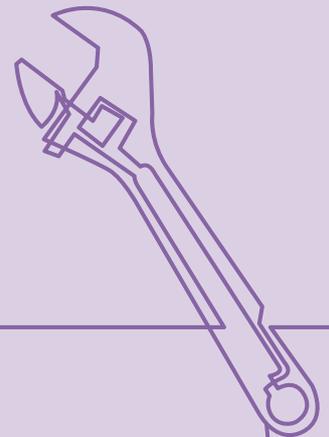
- Must have access to trainers who have the necessary expertise to conduct PDO modules.
- Must have a track record of providing quality training to TCWs
- Must have sufficient financial resources to sustain quality training

## IMPLEMENTATION OF THE ACCREDITATION PROCESS

The accreditation and maintenance/renewal of any accreditation procedures need to be set by the agency responsible for overseeing foreign labour migration. This will be done in consultation with stakeholders along with expert institutions and resource persons. Certain basic standards must be met by service providers as key requirement for their accreditation and renewal. The basic standards need to cover training delivery, training facilities and client satisfaction rating dimensions.

Based on the above example of how the Philippines carries out accreditation, the process may include the following:

- Validity period – the validity of accreditation is two years, unless revoked earlier
- Non-transferable – the accreditation cannot be transferred to another agency



*A rigorous evaluation can check the performance of PDO service providers as well as assess the impact the orientation is having on outgoing TCWs.*

- Renewal process – requires renewal to be done 90 days prior to the expiration of accreditation as a PDO provider and is based on the performance track record:
  - a. Letter of intent
  - b. Application form
  - c. Valid building occupancy permit and signatures of the president and incumbent training manager
- Registration of PDO training manager, trainer and other resource persons
  - a. The accredited PDO provider should register the following with OWWA's PDO unit: the training manager who manages the training process, the trainer(s) and resource persons
  - b. Applicants for trainers will undergo an interview by a panel of OWWA officers
  - c. Applicants must be college graduates, have experience on ships or as a land-based worker, or involved in activities relevant to overseas employment for at least two years; demonstrate good communication skills and must have successfully completed the Philippines' OWWA (mandate is with this Agency) TOT course

## MONITORING AND EVALUATION

This Management System refers to the example set by the Philippines to make key considerations in order to ensure an effective monitoring and evaluation framework is made available for PDO service provider.

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

1. Submit monthly reports on those trained including information by training session with dates, names of attendees, gender, skill positions, COD, certificate of attendance with control numbers and the name of the trainer
2. Submit a schedule of training material for the succeeding months

On the basis of these reports, the PDO service provider determines compliance with PDO rules and regulations. At the same time, the responsible government entity also conducts random visits for monitoring activities focused on:

- Compliance with PDO guidelines
- Quality of PDO materials
- Compliance with PDO reports
- Trainers' performance
- Venue and facilities

In addition, the PDO service providers may be requested to provide the following:

- Prescribe a required feedback form so that those attending the PDO will have an opportunity to evaluate the training they have undergone. The accrediting agency should periodically analyse these feedback forms to evaluate the performance of the accredited PDO providers. Alternatively, the analysis can also be outsourced to an NGO or specialized research entity.



- A rigorous evaluation of the outcome of the PDO training is conducted by accredited agencies. This evaluation not only checks the performance of the PDO providers but also provides feedback on its outcome on TCWs and its ultimate target. This will require additional resources and third party implementation

Due to the evolving nature of overseas employment, the decision to accredit external PDO providers should be regularly visited and revised and must be based on the latest feedback received.

## 4.6 POLICY ON PDO

This Management System elaborates further on the duration of PDO, regulated fees, provision of standard facilities and the frequency of delivery.

These components rely heavily on the types of TCWs, the learning objectives, TCW resources, the government and the service providers. Lastly, it is important to also consider the benefits of international cooperation in the governance of PDO.

### DURATION OF PDO

As detailed in the "Background Report on Pre-Departure Orientation in Abu Dhabi Dialogue Countries", the current duration of PDO programmes vary across the COOs surveyed. Most are limited to eight hours or just one single working day. Sri Lanka and Viet Nam have a much longer PDO period.

Indonesia has 10 hours and OKUP in Bangladesh suggests a residential course lasting over two days for men and 21 days for women. A longer duration of PDO has also been contemplated for specific type of workers and work situations where misunderstanding and actual conflicts have been registered.

Over a period of time, technology will allow 'blended learning' whereby even after arrival in the COD, TCWs would still be able to access and engage with information relating to the key messages in the PDO modules. Additionally, the PDO must be so designed that it should motivate them to learn to access more information through various means.

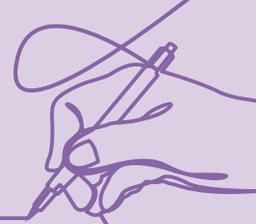
### REGULATED FEES

It is recommended that ADD member states hold detailed discussions on the issue of fees relating to PDO. The basic tenet here is: the duration should depend on learning objectives, the kind of participants who have been recruited and the level of learning that is needed.

To a certain extent, ADD countries may consider exploring the possibility of other stakeholders bearing part of the fees, such as the employers of the incoming TCWs. This is because PDO is often seen as part of the 'on-boarding' orientation conducted by companies to ensure smooth and effective adjustment of their employees thus helping them increase productivity and ensure harmonious workplace relations.

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

For lower-skilled workers, the fees may need to be regulated, with or without subsidy by the government. PDO fees, in its entirety, should not rest solely on the TCW.



## STANDARD FACILITIES

PDO has been conducted in the open air on numerous occasions. For a learning environment, standard facilities should include a room with pleasant temperature, table and chairs along with space for film and PowerPoint presentations.

The Philippines' OWWA has agreed, after consultations, on certain minimal requirements. Mobile teams or local government units have also hosted such PDO.

## INTERNATIONAL COOPERATION

PDO programmes by their very nature lend themselves to be a platform for cooperation. They can provide a better preventive fence, anticipate possible difficulties and concerns as well as generate better relations among countries and sectors.

International cooperation can be harnessed for the following:

1. Better - and more accurate - information about conditions outlined in contract documents along with the changing work environment and welfare facilities
2. Up to date information and materials on relevant laws and regulations as well as remedies for common cases
3. Consider the establishment of an information center in the COD for a TCW to access upon arrival
4. Effective collaboration through TOT sessions
5. Joint assessment and monitoring of workers and the impact of orientation.
6. Joint design and development of curricula and modules
7. Development of online PDO specially tailored for skilled, highly skilled and professional TCWs
8. Development of other supplementary materials after the first PDO or while they are still in the COD

All stakeholders of the labour migration process are encouraged to work together on supporting TCWs realize their full potential.

## 5. CONCLUSION

This Regional Guide and Management System has proposed a series of regional PDO modules for ADD COOs to consider when further developing or refining their national programmes.

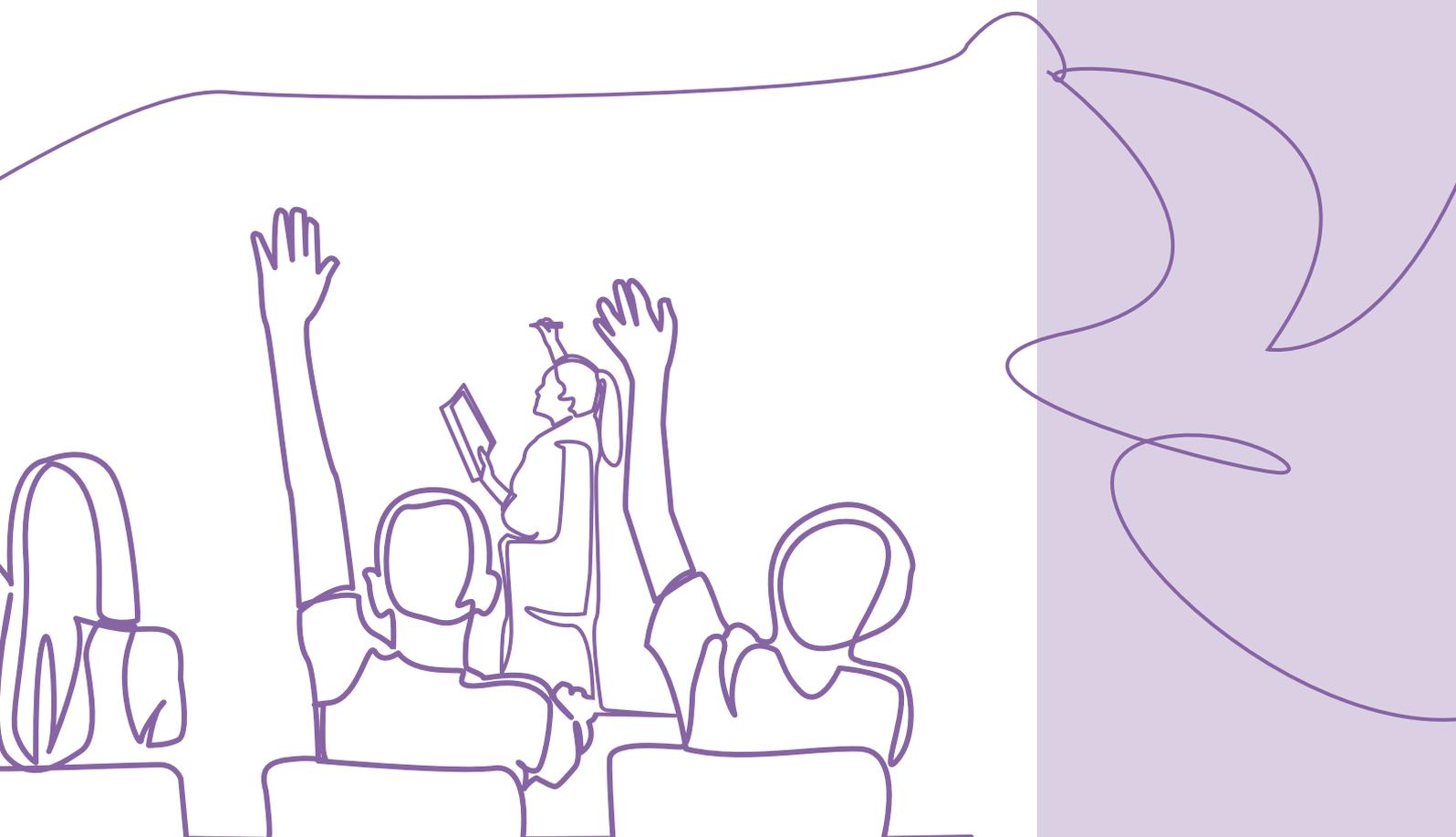
Trainers will find a vast array of interactive learning methods and teaching tools that could be useful in ensuring that modules are delivered to ensure the beneficiaries are able to take away key information prior to departing from their COO.

Accompanying these modules are considerations and guidelines to support the effective administration and governance of PDO. Six key components are elaborated, with full guidance, implementation modalities, recommendations and best practices.

For Programme Owners, this can act as a resource in ensuring that PDO remains effective, impactful and always of the highest quality.

With the complexities of the labour migration process, it is evident that the entire network of actors involved in foreign employment must come together as a singular entity.

This approach will help ensure that TCWs are well-prepared and equipped with accurate and tailored information, ultimately benefitting all stakeholders in COOs and CODs.





# ANNEXES



## ANNEX 1

### INSTITUTIONS, LAWS AND REGULATIONS ON MIGRATION IN SELECT ADD COOS

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

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

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

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

## ANNEX 2

### INSTITUTIONAL RESPONSIBILITY IN THE DESIGN, PROVISION AND MONITORING OF PDO PROGRAMMES

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

Source: Background Report on Pre-Departure Orientation in Abu Dhabi Dialogue Countries

## ANNEX 3

### BASIC INFORMATION PROVIDED IN THE PDO PROGRAMMES

PDO MODULE/TOPIC										
1	Overview of Overseas Employment	●	●	●	●	●	●	●	●	●
2	Rights and Obligations of TCWs	★	●	●	★	●	●	●	●	●
3	Legal Modes of Recruitment and Mobilization of TCWs Abroad	★	●	●	●	●	★	●	●	●
4	Standard Employment Contract for TCWs	★	●	●	●	★	●	●	▼	●
5	Code of Discipline for TCWs	★	●	●	●	★	●	●	●	●
	a. Duty to COO	★	●	●	●	●	●	●	●	●
	b. Duty to COD	★	●	●	●	●	●	●	●	●
	c. Duty to Employer	★	●	●	★	●	●	●	●	●
	d. Duty to One's Self	★	●	●	●	●	●	●	●	●
	e. Duty to One's Family	★	●	●	★	●	●	●	●	●
	f. Duty to Fellow Migrants	★	●	●	★	●	●	●	●	●
6	Departure and Travel Trips	★	●	★	●	★	●	●	▼	●
7	Health Tips for TCWs	★	★	★	●	●	●	●	★	●
	Time Allotted	★	★	3	4.35	★	2.15	10	6.05	28.30

Legend: ● Available ★ Not Available

Source: Background Report on Pre-Departure Orientation in Abu Dhabi Dialogue Countries

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