

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

02





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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

ACD	Association for Community Development
ADD	Abu Dhabi Dialogue
ANPDF	Afghanistan National Peace and Development Framework
ASEAN	Association of Southeast Asian Nations
BOMSA	Bangladeshi Ovhibashi Mohila Sramik Association
BMET	Bureau of Manpower Employment and Training
CBO	Community Based Organization
CIOP	Comprehensive Information and Orientation Programme
COD(s)	Country/Countries of Destination
COO(s)	Country/Countries of Origin
CSI	Civil Service Investigator
DOFE	Department of Foreign Employment
DOLE	Department of Labor and Employment
DEMO	Department of Manpower Office
DFID	Department for International Development
ESDO	Eco-Social Development Organization
FEPB	Foreign Employment Promotion Board
FET	Foreign Employment Tribunal
GCC	Gulf Cooperation Council
GCM	Global Compact for Migration
GFMD	Global Forum on Migration and Development
IDP	Internally Displaced Person
ILO	International Labour Organization
INGO	International Non-Governmental Organization
IOM	International Organization for Migration
IUU	Illegal, Unreported and Unregulated
MoFA	Ministry of Foreign Affairs
MOFAIC	Ministry of Foreign Affairs and International Cooperation
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs and Disabled
MOLE	Ministry of Labour and Employment
MEWOE	Ministry of Expatriates' Welfare and Overseas Employment
MOI	Ministry of Interior
MRC	Migrant Resource Centre
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
NPC	National Planning Commission
NVQ	National Vocational Qualification
PAO	Post-Arrival Orientation
POEA	Philippines Overseas Employment Administration
PRA	Private Recruitment Agency
PDO	Pre-Departure Orientation
PEO	Pre-Employment Orientation
RMMRU	Refugee Migratory Movements Research Unit
SLFEA	Sri Lanka Foreign Employment Agency
SDC	Swiss Agency for Development And Cooperation
SLBFE	Sri Lanka Bureau of Foreign Employment
SaMi	Safer Migration Project
TCW	Temporary Contractual Worker
TIP	Trafficking in Persons Report
TOT	Training of Trainers
UAE	United Arab Emirates
UN	United Nations
UNDESA	United Nations Department of Economic and Social Affairs

BACKGROUND



BACKGROUND

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

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

CIOP is a multi-phased process that was collectively adopted as a regional initiative during the 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.

PEO can consist of any programme which enables TCWs to understand their options (local employment, continuing studies/training, home-based entrepreneurship or livelihood and/or working abroad).

1. De Haas, H. 'Migration and Development: A Theoretical Perspective. International Migration Review', 2010. Vol44 (1). pp 227-264.



Figure 2: List of ADD member states.

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

Pre-Employment is understood as the stage which starts with prospective TCWs considering foreign employment as a possible livelihood option and ends with the signing of an employment contract in a COD.

PEO-related information refers to interventions which enable prospective TCWs to better understand their options such as, local employment, further education, vocational training and foreign employment.

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

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

The information and recommendations included in this Regional Guide and Management System is based on findings and feedback explored in the 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries'.

METHODOLOGY

The findings outlined in the 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries' is derived from a comprehensive study of 10 ADD COOs.²

It adopts a mixed methodology inclusive of a thorough desk review, focus group discussions and surveys as well as consultations with government officials, experts from international organizations, Non-Governmental Organizations (NGOs) and TCWs to gain further understanding of the complexities of PEO.

STRUCTURE OF THE REGIONAL GUIDE AND MANAGEMENT SYSTEM

The Regional Guide and Management System is divided into two main sections.

Part one focuses on the Regional Guide of PEO modules. This includes outlining the objectives of the Regional Guide, making recommendations on its use, elaborating on the PEO modules as well as highlighting guidelines and key considerations.

Part two focuses on the Management System, which underlines the objectives of this system, how to use it, along with some of its key components and considerations

A TCW is considered any person who is moving or has moved away from his/her habitual place of residence for the purpose of foreign employment, typically across an international border.

2. Afghanistan, Bangladesh, India, Indonesia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam.

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

Comprehensive information and orientation is key to safe, orderly and well-managed labour migration. A lack of knowledge on significant issues can hamper productive labour mobility and integration, harming TCWs, employers, as well as other stakeholders. Therefore, PEO, under the supervision of authorities in the respective COOs, is designed to be delivered to beneficiaries at the pre-employment stage since it's a crucial stage in supporting TCWs in making well-informed decisions that are laced with healthy and realistic expectations.

With the exception of the Philippines, most of the ADD member states do not have any formal PEO. However, many of them have made PDO mandatory. Largely, PEO-related content is delivered informally as components within various other programmes. As a result, PEO-related interventions such as, content, duration, delivery mechanisms and monitoring are not uniform across the COOs.

Within the context of the wider labour migration life cycle, PEO differs from PDO in multiple ways. PEO targets a much broader group and is inclusive of beneficiaries confident of their intention to work overseas as well as those undecided and looking for further information. Therefore, at the grass roots level, PEO has a much wider scope and utilizes different delivery mechanisms.

The objectives of PEO are illustrated below:

THE OBJECTIVES OF PEO

ASSESS ALL OPTIONS

PEO, by its design, prods prospective TCWs to contemplate various alternative livelihood options in their home country before choosing employment overseas.

REFLECT

With accurate information on foreign employment and building healthy expectations, PEO supports beneficiaries in assessing feasibility and preparedness related to overseas employment at the personal, professional and social levels.

UNDERSTAND SAFE PATHWAYS

PEO equips prospective TCWs with information on how to migrate safely, avoid illegal recruitment and other forms of exploitation. It ensures beneficiaries understand the importance of exercising caution.

EVALUATE

With an array of resource materials, beneficiaries are guided on how to carefully evaluate their decision-making process while encouraging the involvement of immediate family members.

BUILD HEALTHY EXPECTATIONS

With a comprehensive understanding of the application process along with a clear idea of both employment and general life in CODs, beneficiaries are able to build healthy expectations. Avoiding unrealistic expectations is critical in formulating a well-informed decision as well as being able to integrate effectively in workplace situations alongside societies in and across CODs.

Each module description equips trainers and facilitators with relevant information and appropriate resources that would enable them to conduct a thorough PEO programme, suitable for different national contexts.

This Regional Guide and Management System for PEO has two overarching objectives:

1. To serve as a standardized regional reference tool on PEO modules for trainers/facilitators involved in orientation for TCWs.
2. To provide PEO programme owners with a general operational framework for the effective administration and governance of PEO.

REGIONAL GUIDE OF PEO MODULES

This Regional Guide proposes a series of PEO modules that have been designed to support prospective TCWs in making well-informed and realistic decisions regarding foreign employment. This Regional Guide covers a vast expanse of issues relevant to the pre-employment stage, from inculcating an understanding of rights and responsibilities, creating healthy expectations, recognizing safe pathways for migration as well as noting effective planning and preparation.

Overview of PEO Modules

COMPULSORY

1. Assessing Foreign Employment
2. Reflecting on Mental Preparedness
3. Ensuring Safe Migration
4. Managing the Psychosocial Impacts of Migration
5. Skills for Foreign Employment

OPTIONAL

6. Family Management After Migration
7. Keeping Safe in Transit and Destination
8. Knowing Countries of Destination
9. Understanding Basic Financial Management

Figure 3: Nine modules for PEO.

This Regional Guide proposes a structure for PEO that is broken down into nine modules: five of these are recommended as compulsory while the other four are optional and devised for subsequent dissemination to those who would like additional information.

Each module description equips trainers and facilitators with relevant information and appropriate resources that would enable them to conduct a thorough PEO programme, suitable for different national contexts.

It must be noted that the Regional Guide intentionally steers away from adopting a rigid standard but instead chooses a flexible and general design to better accommodate and serve ADD member states for the purpose of tailoring content to various national contexts. As the contents have been developed through research conducted across ADD member states, the modules described in this guide may not be appropriately applied outside the ADD COOs.

PEO targets a much broader group and is inclusive of beneficiaries confident of their intention to work overseas as well as those undecided and looking for further information.

PEO MANAGEMENT SYSTEM

Accompanying the PEO modules is a Management System that provides an outline of a general operational framework for the effective administration and governance of PEO. It provides a harmonized reference for implementing and managing a quality PEO inclusive of tools and guidelines that would support officials from COOs in fashioning a local, regional and/or national PEO programme. Importantly, it is also designed to complement PDO and PAO programmes.

This Management System is divided into a series of key components as follows:

KEY COMPONENTS

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

1. NEEDS ASSESSMENT OF PEO

To create a robust and efficient management system, it is strongly advised that COOs begin by conducting a thorough needs assessment. This would include understanding the needs and goals of the targeted PEO beneficiaries, the institutional capacities of current and prospective PEO-delivering entities as well as organizing resource mobilization for the provision and overall management of PEO.

The 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries' could be considered as an initial resource for this exercise.

2. INSTITUTIONAL MANDATES FOR PROGRAMME OWNERS

The main institutional mandate for the delivery and monitoring of PEO in reaching prospective TCWs should ideally lie with respective national governments. This would not only ensure standardization but also promote widespread dissemination.

To effectively engage with aspiring TCWs during this initial decision-making process, it is recommended that PEO be delivered at the local level. Across the world, it is increasingly recognized that local authorities are important in developing and implementing migration and developmental policies and initiatives as well as in driving integration processes by providing tailored information prior to migration.

This is further highlighted in the "White Paper on Mainstreaming Migration into Local Development Planning and Beyond."³ Therefore, close coordination between the different levels of government – central, sub-national and local - is a key factor. Strong partnerships between COOs and CODs is vital in coordinating PEO, PDO and PAO.

3. DESIGN AND DELIVERY OF PEO

PEO is most effectively designed with a multi-pronged approach along with an active feedback mechanism that would continue to inform and

3. 2015, White Paper - mainstreaming migration into local development planning and beyond! International Organization for Migration and Joint Migration and Development Initiative. Information available at https://publications.iom.int/system/files/pdf/whitepaper_mainstreaming.pdf

strengthen the overall programme. With the inclusion of classroom orientations, programme managers should also consider multiple avenues of reaching out and engaging with target communities.

It has been found that beneficiaries not only approach trainers with PEO-related queries but also to seek guidance on other issues such as violence, land disputes and others. The capacity of PEO delivery institutions to link and direct prospective TCWs towards relevant resources and services is important.

Therefore, the conceptualizing of PEO would significantly benefit through inputs from multiple formal and informal stakeholders. This will further embed PEO as a key resource for the community. Furthermore, it is necessary to ensure that recruitment agencies and accredited institutions delivering skill training are sensitized and committed to their duty to provide adequate information that would significantly build PEO's foundation.

4. MONITORING AND EVALUATION OF PEO

Accurate monitoring and detailed evaluation of PEO are essential components of the Management System. This will provide a full and comprehensive look at the impact of PEO on beneficiaries. As one of the most significant challenges in current monitoring is the poor quality of data analysis, the development of a strong monitoring and evaluation framework to collect and analyse quantitative and qualitative information is a crucial investment.

The evaluation of PEO would be further deepened when synchronized with PDO and PAO as evaluations could also measure the retention of knowledge of the beneficiaries at later stages.

5. TRAINING AND ACCREDITATION

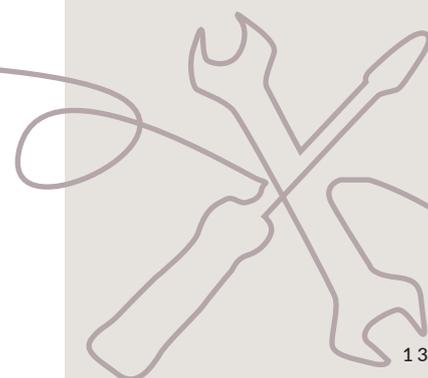
It is recommended that PEO is carried out by trainers who have completed training in both PEO and PDO since it would contribute to further harmonizing both orientations. This would be supported with standard criteria, training, regular refresher courses and a system of accreditation of trainers.

6. POLICY OF PEO

An investment in PEO would help in reducing the number of mismatched expectations that form throughout the labour migration cycle between different parties, such as TCWs, labour recruiters, employers, governments and others. Ideally, it is recommended that any PEO policy should be included as part of national migration strategies, thus reinforcing the importance of building a national coherence amongst all concerned authorities and entities.

Further, as foreign labour migration impacts different regional and global stakeholders, PEO would benefit from enhanced partnership in regional frameworks for collaboration.

Finally, prospective TCWs and the spectrum of stakeholders involved in labour mobility would strongly benefit from PEO being made mandatory in COOs where it does not currently exist.





REGIONAL GUIDE OF PEO MODULES



1. REGIONAL GUIDE OF PEO MODULES

1.1 OBJECTIVES OF THE REGIONAL GUIDE

Comprehensive and tailored information is an invaluable resource for prospective TCWs and their families in encouraging them to make well-informed decisions at the pre-employment stage. This Regional Guide will help beneficiaries learn to recognize and avoid vulnerable situations while preparing them for what could lie ahead. It provides an array of practical materials, guidance and resources that would support trainers and facilitators in COOs to be able to carry out an effective PEO programme.

This Regional Guide has a number of over-arching objectives:

- To provide a standardized regional PEO framework for COOs, both in terms of content and delivery.
- To equip PEO facilitators/trainers with key resources on the PEO modules.
- To ultimately support prospective TCWs and their families in making well-informed decisions when contemplating foreign employment.

1.2 UTILIZATION APPROACHES

It is advised that numerous aspects are to be taken into consideration when planning the use of this Regional Guide.

To provide an all-encompassing PEO programme that truly maximizes the benefits for all stakeholders, it is recommended for COOs to adopt both the series of compulsory and optional modules.

However, fully appreciating the spectrum of different national contexts present across the ADD COOs, this Regional Guide intentionally presents a flexible structure for content and delivery, designed to support adaptation to better fit different national priorities, challenges and practices. It is strongly advised to include the core compulsory modules after which certain optional modules can be prioritized over others.

Implementing partners and PEO trainers may customize the delivery of PEO in order to better accommodate the needs of beneficiaries. Elements to consider could include educational background and skill levels, occupational and vocational background and personal profile (age and gender, learning preferences, cultural background, goals and objectives as well as socio-economic factors).

Where relevant, the Regional Guide presents options and guidance for PEO trainers that would enable them to better customize PEO to different groups of beneficiaries.

As the PEO modules are based on the CIOP research study conducted in select ADD COOs (as specified in the 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries'), the content and delivery mechanisms described in this Guide may not necessarily be appropriately applied outside of these ADD COOs.

1.3 TOPICS COVERED BY THE GUIDE

PEO MODULES

COMPULSORY MODULES

1. **Assessing Foreign Employment**
 - a. Considering motivations for contemplating migration
 - b. Discussing alternative options in the COO
 - c. Understanding migration costs and funding
2. **Reflecting on Mental Preparedness**
 - a. Understanding common difficulties of the application and recruitment process
 - b. Dealing with cultural alienation
 - c. Managing family separation and isolation
 - d. Understanding challenges of working abroad
3. **Ensuring Safe Migration**
 - a. Reviewing what documents are needed
 - b. Taking precautions against trafficking, smuggling and illegal recruitment
 - c. Maintaining and securing documentation
 - d. Discussing legal channels for recruitment and how to access them
 - e. Building awareness about age, sectoral and country specific restrictions
4. **Managing the Psychosocial Impacts of Migration**
 - a. Recognizing stress and anxiety
 - b. Dealing with family separation and isolation
 - c. Understanding cultural alienation, along with the stress of working and living in CODs
5. **Skills for Foreign Employment**
 - a. Explaining common types of jobs that TCWs typically engage in
 - b. Realizing the importance of competitive skills & certifications required for jobs
 - c. Reflecting on the right skills for the job
 - d. Making linkages to technical skilling centres for the most high-in-demand jobs in the COD
 - e. Appreciating the importance of soft skills

OPTIONAL MODULES

6. **Family Management After Migration**
 - a. Caring for left behind family members
 - b. Managing household responsibilities and division of roles, communication with spouse and family members after migration
7. **Keeping Safe in Transit and Destination**
 - a. Reviewing available services and access
 - b. Identifying information on redressal mechanisms
 - c. Reviewing general rules and regulations of COOs
 - d. Taking care of health in CODs
8. **Knowing Countries of Destination**
 - a. Reviewing general rules and regulations of COOs and CODs
 - b. Registering in CODs
 - c. Understanding the working and living conditions in CODs
9. **Understanding Basic Financial Management**
 - a. Knowing how to manage the household budget after remittances
 - b. Discussing expenditure, Investment and savings
 - c. Managing expectations of family members
 - d. Using formal financing systems

To provide an all-encompassing PEO programme and truly maximize the benefits for all stakeholders, it is recommended for COOs to adopt both compulsory and optional modules.

1.4 GUIDELINES AND CONSIDERATIONS

This Regional Guide's flexibility is helpful in tailoring PEO to different contexts.

Outlined below are a number of guidelines and considerations that would assist COOs in conceptualizing and designing a practical and effective PEO programme for beneficiaries.

HUMAN RIGHTS-BASED FRAMEWORK IN TCWS' ORIENTATION

Orientation for prospective TCWs must be rooted in promoting the respect of human rights — of TCWs, their families, communities and all stakeholders involved in the migration life cycle. The right to accurate information, delivered with full transparency along with the freedom of choice are key pillars upholding PEO. Additionally, with an understanding of the unique challenges women TCWs are likely to face, women's rights and empowerment is a crucial priority. Adopting this human rights-based framework in developing PEO material provides a powerful vehicle in influencing the decision-making process of prospective TCWs.

This is further complemented by ensuring the PEO design is founded upon the fundamental components of good migration governance and conducted in the context of temporary contractual labour. The responsible exercise of the duties, obligations and responsibilities of TCWs throughout the migration cycle is highlighted in PEO. Similarly, it should also be based on fundamental labour and gender rights. The cornerstone of PEO is the assurance that rights will be respected and duties and obligations are underlined.

STANDARDIZING PEO ACROSS COOS

As the number of COOs labour migration flows to the same CODs, these countries could benefit from accessing a collective and harmonized framework of PEO-related information and resources. This would then be accompanied by relevant country-specific information relating to regulations, practices and processes.

ROLE OF CODS IN PEO

To ensure that the content of PEO is relevant and up to date, the involvement of CODs is encouraged in order to provide relevant inputs in the design of PEO modules. PEO would also benefit significantly from regular and updated information pertinent to COD legislations, procedures and practices.

HARMONIZING PEO WITH PDO

It is recommended that before undergoing PDO, beneficiaries could be asked if they have attended PEO. This will help gauge the TCW's knowledge as well as indicate to the PDO trainer, those participants who have arrived at their decision to migrate after a period of thorough reflection. Institutionally, this data would also highlight some of the existing gaps in PEO, based on learning patterns of the beneficiaries of PDO.

It is crucial that PEO, PDO and PAO, should not be conceptualized or experienced in isolation but rather each of the three orientations must be synchronized, with information from one feeding into the other.

PEO AS ONGOING AND DYNAMIC

To respond to changing contexts in COOs and CODs, PEO needs to be seen as an ongoing and a dynamic process, one which is based on constant interactions, feedback and synergies. PEO activities should be

PEO must be rooted in promoting the respect of human rights.

Synchronizing PEO, with PDO and PAO, ensures that all information gaps are addressed, at the appropriate time in the labour migration process.

carried out on an ongoing basis using various community-level platforms and institutions. This Regional Guide is geared towards PEO delivered in person as distinct orientations. However, its content can also be adapted for dissemination across other channels such as, career guidance at school, media based information and activities at community centres.

PEO BENEFICIARIES

While the primary target group of PEO is prospective TCWs, it should also aim to include the wider community, and importantly, immediate family members.

The active involvement of family members is key in ensuring the decisions made are both realistic and suitable for all those who would be affected by the migration. PEO also acts as a vital opportunity to start the process of creating healthy expectations centered on family management for both the prospective TCW and their family as well as prepare them to manage separation. Additionally, equipped with the right information, a well-informed family will also play a helpful role in ensuring the safe and orderly migration of the TCW.

INVOLVING FAMILY MEMBERS

This Regional Guide has identified modules along with sections of relevant modules, where family members are invited to participate in activities and group discussions. There are two sessions advised for family members in the compulsory modules while the optional modules are, ideally, to be imparted in the presence of family members.

However, this Guide acknowledges possible logistical and operational difficulties that could accompany the inclusion of regular family sessions. Therefore, taking into consideration their own local contexts, COOs and trainers must decide if family sessions are feasible, and if so, whether or not it would be helpful to conduct all the family-related sessions together.

Additionally, other awareness raising programmes related to migration can be used to sensitize immediate family members on the importance of their presence in the relevant PEO family sessions.

TRAINING OF TRAINERS

The PEO modules make use of a range of teaching approaches, including critical, participatory and interactive methods. For this, PEO trainers and facilitators would benefit from being well versed in a broad range of teaching tools and methodologies. The key to deliver effective PEO is to provide targeted TOT along with ensuring appropriate representation of both men and women trainers. The trainers should also complete training in gender awareness, equipping them with the skills required for addressing gender-specific concerns and information needs as well as identifying related nuances in the modules where orientation for prospective TCWs may differ for women and men.

FLEXIBILITY OF PEO

The application of this Guide must be considerate of beneficiaries who may have different needs and capacities. Groups may be completely diverse in composition or may have shared characteristics in terms of education, social status, occupation, age, gender or community of origin among other factors. Further, PEO may also have to be adapted by COOs according to their respective contexts.

While PEO content is advised to be delivered in person, other channels of dissemination can also be effective.



TCWs who have returned from relevant CODs are key resource persons.

PRE-PEO EVALUATION

To ensure that PEO remains effective, it is advised that PEO trainers conduct a short and simple evaluation of the beneficiaries' knowledge and needs before starting the PEO session.

This will help PEO trainers to understand the beneficiaries' information needs and assess their learning after completing the PEO modules. The design of the evaluation should take into account the expected literacy rate of the target group.

PREPARATION OF RESOURCE MATERIALS

PEO trainers and facilitators would benefit from jointly tailoring and preparing relevant material for beneficiaries. This could be done along with other experts and stakeholders such as, relevant government departments in COOs, possible entities in CODs, NGOs and other local institutions and resource persons.

It is critical that trainers and facilitators account for the literacy levels of the beneficiaries and are able to tailor PEO content accordingly. The use of visuals, stories and vignettes are recommended for beneficiaries who do not possess a high literacy level.

Additionally, it is advised that experts with a strong knowledge of migration and orientation are involved in the review of national PEO modules as well as in the TOT. Issues around copyright and consent on use of materials should also be taken into account.

PEO AND RETURNEE TCWS

To further inform the decision-making process of beneficiaries, PEO should not only include key trends, situational forecasts and practical information but also real-life experience and examples, personally illustrating possible rewards, risks and sacrifices involved in seeking employment abroad.

This would enrich PEO as one that is precautionary, problem preventive as well as empowering.

TCWs who have returned from relevant CODs must be recognized as chief PEO resource persons. Returnees are best positioned to provide first-hand, practical advice based on their own experiences.

They should be men and women of different age groups with experience in different sectors. It is advised that COOs select and recruit the most appropriate persons, depending on the context and the perspectives offered.

The series of PEO modules are divided into two parts.

The first part (1-5) consists of five compulsory modules and are recommended as core information for prospective TCWs contemplating foreign employment. This is estimated to take roughly five hours and is envisioned to take place over a period of a single working day.

The second part (6-9) is proposed as optional, designed for those who have completed the compulsory modules, and are inclined towards foreign employment but require further information. This would take about six hours and can be configured into a time frame that best suits the PEO trainers, facilitators and beneficiaries.

Each module is followed by notes related to the proposed methodology that could be employed and the resources needed to impart the module to relevant beneficiaries. It is important to note that methodologies outlined are recommendations tailored to different contexts.

2.1 COMPULSORY MODULES

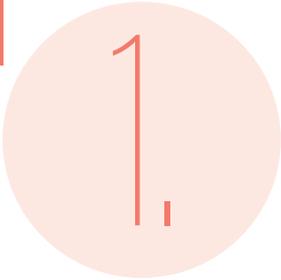
- 1. Assessing Foreign Employment**
 - a. Considering motivations for contemplating migration
 - b. Discussing alternative options in the COO
 - c. Understanding migration costs and funding

- 2. Reflecting on Mental Preparedness**
 - a. Understanding common difficulties of the application and recruitment process
 - b. Dealing with cultural alienation
 - c. Managing family separation and isolation
 - d. Understanding challenges of working abroad

- 3. Ensuring Safe Migration**
 - a. Reviewing what documents are needed
 - b. Taking precautions against trafficking, smuggling and illegal recruitment
 - c. Maintaining and securing documentation
 - d. Discussing legal channels for recruitment and how to access them
 - e. Building awareness about age, sectoral and country specific restrictions

- 4. Managing the Psychosocial Impacts of Migration**
 - a. Recognizing stress and anxiety
 - b. Dealing with family separation and isolation
 - c. Understanding cultural alienation along with stress of working and living in CODs

- 5. Skills for Foreign Employment**
 - a. Explaining common types of jobs that TCWs typically engage in
 - b. Realizing the importance of competitive skills & certifications required for jobs
 - c. Reflecting on the right skills for the job
 - d. Making linkages to technical skilling centres for the most high-in-demand jobs in the COD
 - e. Appreciating the importance of soft skills



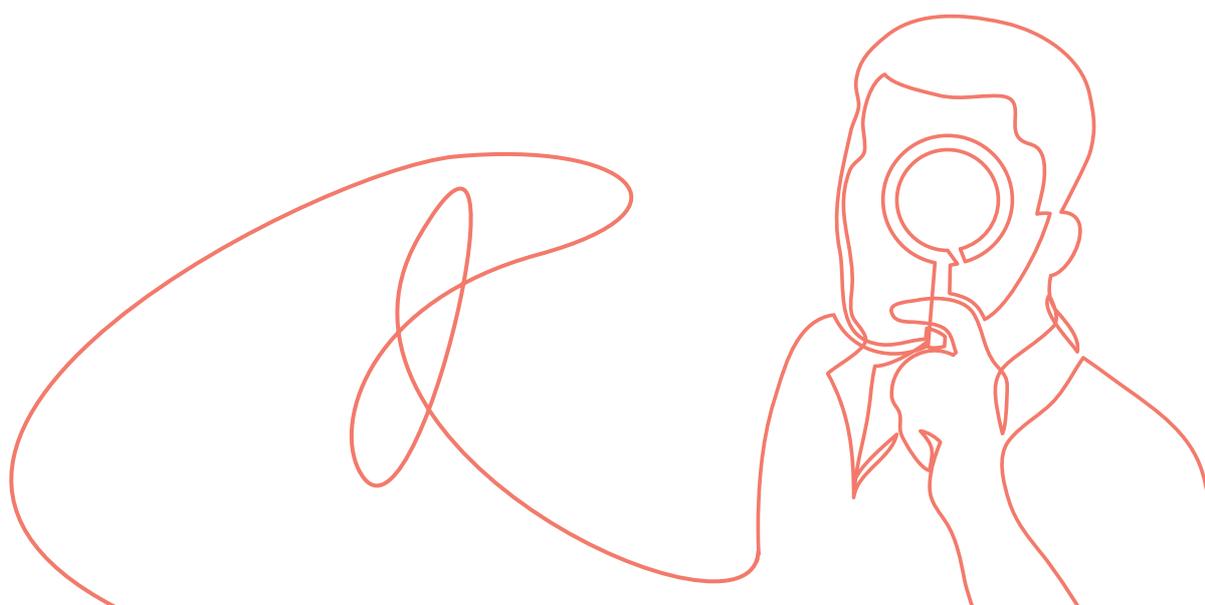
COMPULSORY | Module 1

Assessing Foreign Employment

This module encourages potential TCWs to reflect on motivations and expectations underlining their foreign employment. This type of exercise will help TCWs conduct a self-assessment of whether or not foreign employment is the most appropriate option for them – taking into account their personal circumstances as well as alternative livelihood options both locally and nationally.

Module Description	The module facilitates a guided discussion for potential TCWs on different livelihood options in COOs as well as abroad. It encourages reflection on their capacities to fund safe migration as well as links them to various resources that could help in pursuing local employment such as credit and subsidies.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Have reflected on their motivations for considering labour migration ▪ Be aware of different livelihood options and schemes available both locally and nationally ▪ Be able to weigh the pros and cons of labour migration vis-à-vis their personal circumstances, considering factors such as education, age and acquiring of skill sets ▪ Understand the costs of migration and weigh its feasibility
Duration	1 hour
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Present stories of prospective TCWs who changed their minds after PEO ▪ Audio-visual presentations by trainers/facilitators ▪ Provide list of services and resources and show visuals of possible COO livelihood options
Learning Assessment	<ul style="list-style-type: none"> ▪ Trainers must assess the extent to which individuals have reflected on their motivation to migrate for employment and consider their personal circumstances ▪ Trainers will use guided questions and checklists to facilitate this process ▪ Trainers can ask open questions to participants to ensure a sharper assessment
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Foreign employment is one of many options, it might not be appropriate for all ▪ It is important to consider all the available local and national educational, vocational, employment, livelihood or entrepreneurial options/schemes as well ▪ Migration incurs high costs, not just financially but also socially and emotionally
General Recommendations	<ul style="list-style-type: none"> ▪ This module will benefit from being linked to 'Assessing Mental Preparedness' ▪ Trainers/facilitators need to have prior knowledge of resources and services which beneficiaries may utilize to get additional information and guidance on different livelihood options specific to the COO ▪ Consideration to invite a relevant guest speaker(s) for part of the session ▪ Trainers/facilitators need to be adept in using interactive/ participatory approaches in their teaching ▪ Ideally, participants should be provided with materials and resources to take home that would allow them to continually reflect on their circumstances and options

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Motivations and Expectations from Labour Migration	<ul style="list-style-type: none"> Why do they want to migrate? How will this shape their life's goals? How does migration fit into their current situation and long-term plan? What are the pros and cons of migration for them and their families? 	<ul style="list-style-type: none"> Presentation on positive and negative real-life cases of TCWs. These are encouraged to be developed locally Quiz 	<ul style="list-style-type: none"> Projector with video Presentation
Alternative Options in the COO	<ul style="list-style-type: none"> What schemes exist in the COO (youth employment fund, training, job placement etc)? What labour market opportunities exist (by sector, skills, networks, etc)? What are the pros and cons of livelihood options and schemes in the COO? 	<ul style="list-style-type: none"> Sharing session led by an expert on available livelihood schemes and where further information can be accessed Sharing stories of successful COO entrepreneurship of people who decided against foreign employment. A trainer could, possibly show films instead of sharing stories. 	<ul style="list-style-type: none"> List of available livelihood options in COOs Written materials on how to access livelihood options Involvement of additional resource persons, such as an expert on national employment or TVET facilitator
Costs, Risks and Benefits of Labour Migration	<ul style="list-style-type: none"> What costs are incurred in labour migration? What are the financial risks of migration? Do they have the means to bear these risks and costs? Typically, how much can a prospective TCW possibly earn, save and remit over a contractual period? How does it compare with the cost and earnings from local/national options? Where can they find more information on migration costs? 	<ul style="list-style-type: none"> Presentation Interactive board game, where beneficiaries go through the labour migration process, and are able to experience real-life situations and decisions. 	<ul style="list-style-type: none"> Projector with video Presentation Board game





COMPULSORY | module 2

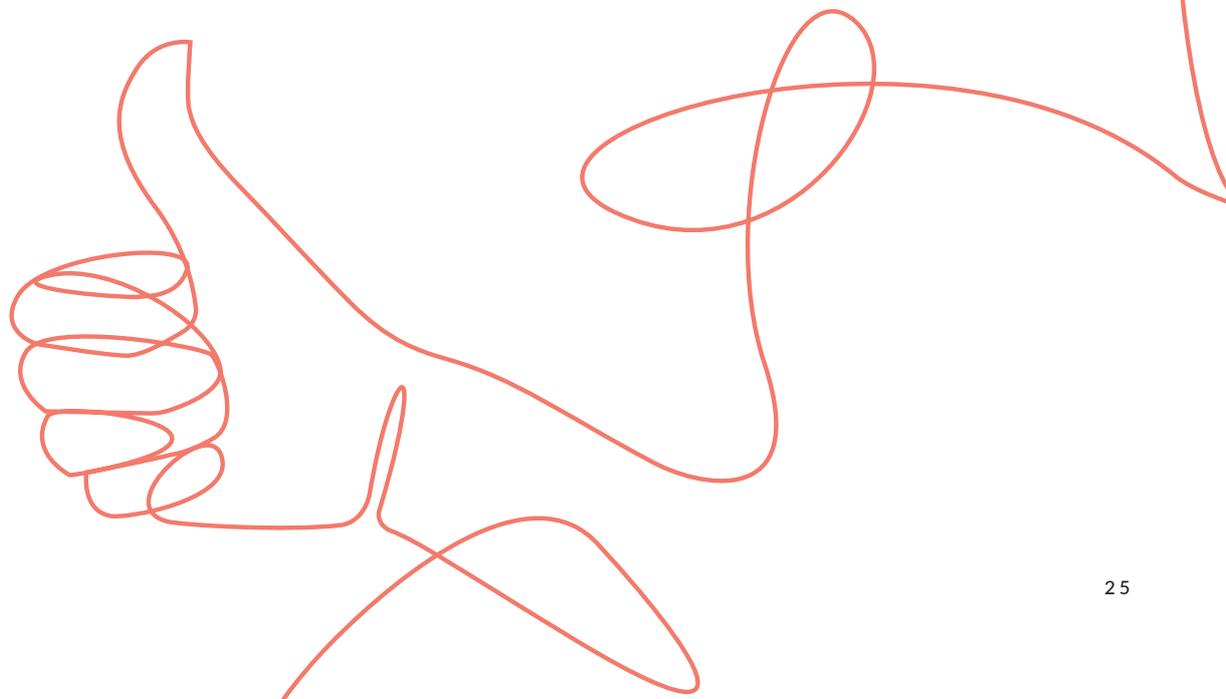
Reflecting on Mental Preparedness

It is commonly assumed that TCWs experience isolation and anxiety only when they reach the COD. However the application and recruitment process in COOs can be an equally stressful experience. Prospective TCWs who opt for foreign employment must be prepared to manage likely rejections and possibly encounter fraudulence from intermediaries and other institutions. The experience of dealing with unfamiliar systems and languages they might not know well can also be stressful.

This difficult period can be emotionally draining not just for the prospective TCWs but also for their respective families. In CODs, this can continue affecting productivity levels and potential income. This module tackles these issues and encourages beneficiaries to consider their emotional preparedness when considering labour migration.

Module Description	This module prepares participants to reflect on the impact foreign labour migration can have on themselves and their families left behind, should they choose to seek foreign employment. It explores challenges in COOs while preparing to migrate along with consequences of family separation. It elaborates on the stress of adjusting to a new country and workplace, supporting beneficiaries in assessing if they are ready to face different cultures and sociocultural norms.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Have reflected on the common difficulties and pressures faced with the application and recruitment process ▪ Understand the possible emotional costs of labour migration, from the application process onwards ▪ Have reflected on the consequences of family separation for themselves and their family members in the COO ▪ Be aware of the challenges of working and living abroad
Duration	1 hour
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Vignettes/stories (eg. positive and negative experiences of leaving family members) along with a quiz ▪ Show visuals of social interaction (eg. In public spaces, between males/females, between coworkers, between workers and managers, etc)
Learning Assessment	<ul style="list-style-type: none"> ▪ Trainer to assess the extent to which individuals have reflected on the impact of migration on their family and themselves, using a list of questions
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ It is crucial that prospective TCWs think about the possible impact of migration both on them and their families before taking any decision ▪ Family members should play a role in identifying strategies to cope with separation ▪ There needs to be a willingness to adapt behavior tailored to different workplace expectations and sociocultural norms
General Recommendations	One possibility is to suggest creating informal support groups to further facilitate this decision making process, using social media/email, personal interaction groups and others.

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Stress In the COO	<ul style="list-style-type: none"> What are some of the stressors that prospective TCWs might face during the application process? How could these stressors impact them and their families? 	<ul style="list-style-type: none"> Presentation and Q&A session Short video clips depicting challenges in the application and recruitment process Role play exercise 	<ul style="list-style-type: none"> Projector with video Presentation Flowchart of the job-seeking process
Anxiety & Cultural Alienation	<ul style="list-style-type: none"> What are some of the challenges TCWs might face due to differing socio-cultural norms and expected workplace conduct (dress codes, behaviour between men and women, etc)? What challenges could TCWs face in adjusting to life in a new culture? 	<ul style="list-style-type: none"> Presentation and Q&A session Stories and videos 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers
Potential Impact on TCWs and Family	<ul style="list-style-type: none"> What is the effect of labour migration on different family members? What are the impacts of family separation on TCWs? 	<ul style="list-style-type: none"> Presentation and Q&A session Video of mental-health specialist demonstrating psychosocial impact on TCWs and families 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers Involvement of additional resource persons, such as psychosocial/ mental health counsellor Ideally, should be for TCWs and families
Challenges of Working and Living Abroad	<ul style="list-style-type: none"> What are the general expectations of employers? What are some examples of general rules in CODs for TCWs? Based on the above, what might the professional and personal life look like for TCWs? What challenges might people face while living and working abroad? 	<ul style="list-style-type: none"> Video of different workplaces Sharing session led by returnees 	<ul style="list-style-type: none"> Projector with video Flip charts, pens, coloured markers Involvement of additional resource persons, such as men and women returnees



3

COMPULSORY | module 3

Ensuring Safe Migration

Labour migration can often be an unsafe process. This module deals with ways in which prospective TCWs can ensure safe migration, should they choose to pursue foreign employment. It reviews official documentation required, where to obtain it, and how to avoid exploitation in COOs, in transit, as well as in CODs.

Module Description	This module offers insights into the various steps that TCWs can take towards safe migration—from securing their documentation, identifying risks of human trafficking and smuggling, to the importance of opting for legal channels such as, registered private and public recruitment agencies. This session will also provide beneficiaries with a list of registered institutions that assist with foreign employment, medical centres, PDO-providing institutions as well as learning to identify companies with questionable records in recruitment.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Be able to distinguish safe from unsafe migration and trafficking as well as grasp the importance of using registered and formal channels ▪ Understand relevant rules and regulations of the COO ▪ Comprehend the documents needed and ways to obtain them ▪ Learn how to avoid layers of fee-charging brokers and document fixers ▪ Be equipped with information on relevant resources and services, such as registered recruitment agencies and government support systems
Duration	1 hour
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Guided group discussion, based on case studies of safe and unsafe migration ▪ Involvement of relevant resource persons
Learning Assessment	Trainers must assess the beneficiaries' grasp of the subject by providing a brief oral/written test, in a simple format such as multiple choice.
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Migration, if not carefully done, is largely unsafe, especially for women ▪ Choosing the right strategies can make migration safer ▪ Going through informal channels, unregistered brokers and forging documents might lead to imprisonment both in COOs and CODs ▪ Migrant Resource Centres (MRCs) are important sources for obtaining free and reliable information as well as guidance
General Recommendations	<ul style="list-style-type: none"> ▪ While men are seen to migrate more frequently, this session can be followed by special sessions for prospective women TCWs, keeping in mind gender-specific vulnerabilities to trafficking and unsafe migration ▪ This module should be taught to both the prospective TCW as well as to a key family member such as a spouse or a parent

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Precautions Against Trafficking, Smuggling and Illegal Recruitment	<ul style="list-style-type: none"> What is safe/unsafe migration? What are the signs of human trafficking and slave-like practices? How can safety be ensured along the migration journey? 	<ul style="list-style-type: none"> Presentation and Q&A session Case studies of safe and unsafe migration and group discussion Sharing session led by returnee on safe and unsafe migration journeys 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource persons such as men and women returnees on safe/ unsafe migration pathway risks Should be for both beneficiaries and families.
Steps for Safe Migration	<ul style="list-style-type: none"> What are the COO's rules regarding labour migration? What is the information available on CODs where TCWs may be prohibited to go (permitted work, age and gender restrictions, among others)? What are the legal steps for migration? What institutions can provide information on safe migration? 	<ul style="list-style-type: none"> Presentation and Q&A session Group exercise to map safe and legal steps of labour migration 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers Flowchart of the steps of safe and legal migration
Maintain & Secure Documentation	<ul style="list-style-type: none"> What documents are needed and where to avail them? (such as, health certificates, passports and identity documents, labour stickers, PDO certificates, visas etc) What is the best way to secure and maintain these documents? 	<ul style="list-style-type: none"> Presentation and Q&A session 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource persons such as men and women returnees on safe/ unsafe migration pathway risks List of tips to keep documents safe Should be for both beneficiaries and families.
Employ Licensed Recruitment Agencies	<ul style="list-style-type: none"> What are the risks of using unregistered recruitment agencies and middlemen? How can aspiring TCWs avoid costly layered recruitment and fee charging by unauthorized parties? Where is it possible to access information on licensed recruitment agencies? 	<ul style="list-style-type: none"> Presentation and Q&A session Sharing session led by returnee on their experience with the application and recruitment process 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource persons such as returnees on their application and recruitment process List of local licensed recruitment agencies and/or relevant services Should be for both beneficiaries and families.
Choice of Registered Institutions for Employment	<ul style="list-style-type: none"> What are the risks of using unregistered institutions for obtaining documents? What are the consequences of having fake documents? Where can one get information on licensed institutions for obtaining documents needed for foreign employment? 	<ul style="list-style-type: none"> Presentation and Q&A sessions Sharing session led by a relevant legal expert on the risks of forging documents 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource persons such as a foreign employment legal expert on the consequences of forging documents and guidance on proper procedure Should be for both beneficiaries and families



COMPULSORY | module 4

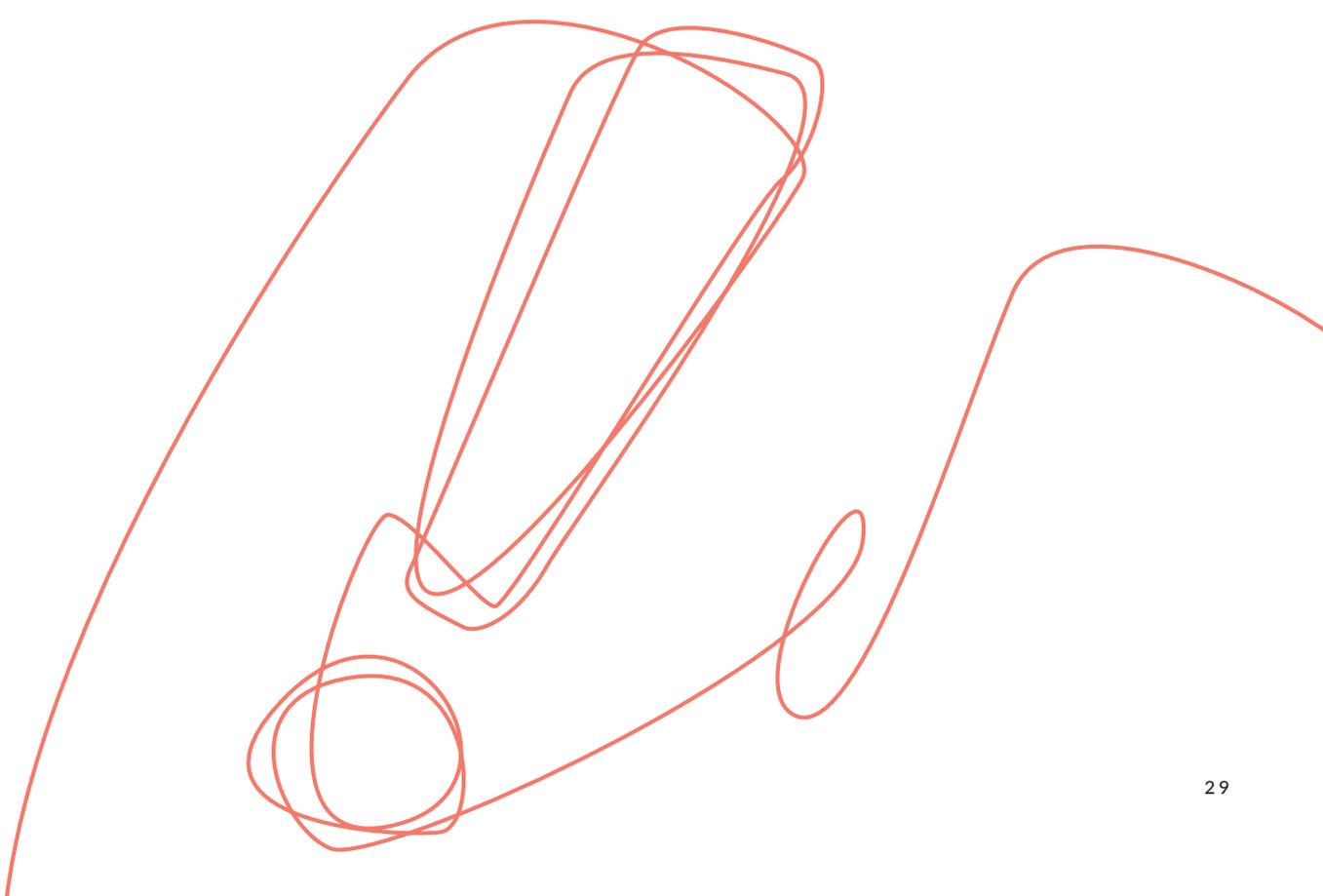
Managing the Psychosocial Impact of Migration

Labour migration can have potentially harmful emotional and psychosocial impact on TCWs and their immediate families – children can face challenges, long-distance relationships can become strained and gender norms can become more stringent for spouses.

These impacts are amplified when the head of the household decides to migrate. However, unlike physical ailments, this type of stress is intangible and hence, does not get adequate and timely attention. This module raises awareness of these issues and elaborates on how TCWs and their family members can jointly maintain emotional and psychosocial well-being of all involved.

Module Description	This module prepares TCWs and their families to reflect on what it means to leave one's home and family. It involves understanding of the consequences of separation and elaborates on dealing effectively with isolation, loneliness, and anxiety. It also teaches beneficiaries to recognize and manage stress faced by their children and other family members.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Be sensitized towards the emotional and psychosocial challenges TCWs and family members may face due to separation ▪ Have the capacity to recognize signs of migration-induced stress and anxiety amongst TCWs and their families ▪ Understand the importance of working together with family members, to support one another by managing emotional and psychosocial challenges caused by migration
Duration	1 hour
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session by an expert ▪ Stories of both positive and negative experiences in dealing with stress and anxiety ▪ Involvement of relevant resource person ▪ Q&A session with family
Learning Assessment	A family-centric quiz to understand the family's plans for safeguarding their emotional well-being.
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ It is crucial to think about the possible impacts of migration on the prospective TCW and their family, before deciding to migrate ▪ Involvement of family members in identifying strategies to cope with separation is vital
General Recommendations	<ul style="list-style-type: none"> ▪ Encourage beneficiaries to create informal support groups on social media platforms and beyond, both in the COO and the COD to ensure adequate support. ▪ This module should be taught to both the prospective TCW as well as to a key family member, such as a spouse or a parent

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Isolation and Anxiety	<ul style="list-style-type: none"> ▪ What symptoms do TCWs show when feeling isolated, lonely and anxious? ▪ What symptoms do family members show when feeling isolated, lonely and anxious? 	<ul style="list-style-type: none"> ▪ Sharing session led by a psychosocial counselor or mental health specialist 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers ▪ Involvement of additional resource persons, such as a mental health specialist
Family Separation and Isolation	<ul style="list-style-type: none"> ▪ What strategies can be developed to deal with isolation? ▪ How can family members help TCWs tackle separation? ▪ How can TCWs help family members tackle separation? 	<ul style="list-style-type: none"> ▪ Sharing session led by a psychosocial counselor or mental health specialist ▪ Short video on the psychosocial impact on families and TCWs ▪ Role play exercise to highlight effective support to TCWs and families 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers ▪ Should be for both beneficiaries and families
Cultural Alienation and Stress in CODs	<ul style="list-style-type: none"> ▪ What are the coping strategies to manage the stress of a new corporate culture and different management styles and technologies? ▪ What support systems, formal and informal, might be effective? 	<ul style="list-style-type: none"> ▪ Audio-visual presentations of different workplaces and corporate interactions ▪ Sharing session led by a returnee, elaborating on the experience of adjustment 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers ▪ Involvement of additional resource persons, such as returnees



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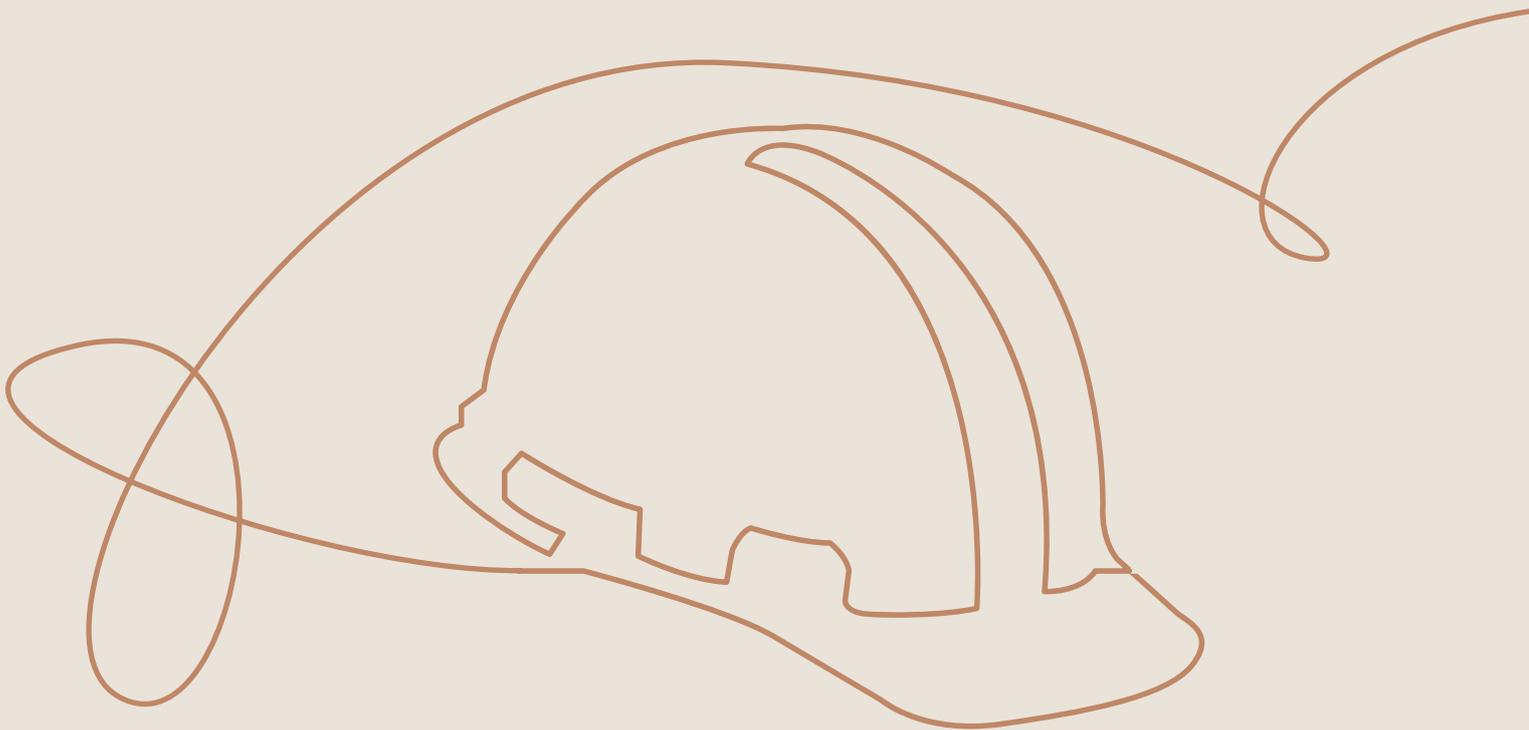
COMPULSORY | module 5

Skills for Foreign Employment

To have a successful labour migration experience, it is crucial for TCWs to possess the correct skill set, apart from encouraging prospective TCWs to inculcate the necessary skills, this module also refers them to relevant opportunities, services and resources in the COO, and where possible, in CODs.

Module Description	<p>This module seeks to encourage beneficiaries to understand the importance of competitive skill sets. It highlights consequences of not having the right skills. It elaborates on mechanisms like competency training and trade testing, in order to compare existing skill sets with the skills needed for typical employment in CODs.</p> <p>The module will elaborate on the skills that are commonly in demand in CODs while fostering an understanding of the importance of professional certification systems. All these factors would enable beneficiaries to consider whether or not additional skills are needed, and, consequently, link them to appropriate training centres in COOs, if necessary. The module will also discuss critical soft skills that TCWs must possess — from time management to communication and stress management.</p>
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Understand that having certified skills is key to competitive employment abroad ▪ Be informed about different TVET centres in the COO and, where possible, in CODs ▪ Appreciate that pre-migration skilling is beneficial for TCWs and their families ▪ Understand what soft skills are, their importance and how to foster them
Duration	<p>30 minutes</p>
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Individual mapping of skill sets and individual presentation on what could be necessary, followed by group feedback ▪ Involvement of relevant resource persons
Learning Assessment	<ul style="list-style-type: none"> ▪ Trainer to assess by through asking questions, checking beneficiaries' grasp of the importance of skills, with further guidance on resources
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Reflection on additional, sector-specific skills likely to be required ▪ Technologies and the necessary technical skills typically required in CODs may be different from COOs, even in the same sector ▪ Soft skills are vital in making foreign employment beneficial for the employer and the worker ▪ It is essential to optimize the benefits of the skills and training offered by COOs and CODs ▪ It is important to gain certification for skills gained during foreign employment
General Recommendations	<ul style="list-style-type: none"> ▪ Women TCWs might need additional support to develop soft skills (such as, negotiation skills) as some may face more vulnerabilities ▪ Start/continue language training that can be useful in the COD

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Orientation on Jobs in CODs	<ul style="list-style-type: none"> What are the types and nature of jobs available for TCWs, including typical remunerations? 	<ul style="list-style-type: none"> Presentation and Q&A session 	<ul style="list-style-type: none"> Projector with video Presentation
Importance of Having Job Specific Skills	<ul style="list-style-type: none"> Why is it important to have the right skills for the job? What are the benefits of being skill competitive? What are the consequences of not having the right skills? 	<ul style="list-style-type: none"> Case studies of the consequences of having a competitive skill set vs not possessing the right skills 	<ul style="list-style-type: none"> Projector with video Presentation Flowchart of skills acquisition, training, testing and certification
Reflection on the Right Skills for the Job	<ul style="list-style-type: none"> What skills are needed and what is the current skill level? 	<ul style="list-style-type: none"> Individual mapping of skills and desired jobs Group discussion 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers
Linkages to TVET Centres	<ul style="list-style-type: none"> What are some of the authorized training and skilling centres in the local area and what facilities do they provide? 	<ul style="list-style-type: none"> Sharing session led by TVET representative discussing the importance of skills Hand out information on resources that beneficiaries can take home with them 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource persons, such as a TVET representative List of TVET centres in the areas
Importance Of Soft Skills	<ul style="list-style-type: none"> What are soft skills? Why are they important for foreign employment? How can they be developed? 	<ul style="list-style-type: none"> Presentation and Q&A session Sharing session led by returnees, outlining experience in CODs Quiz 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers Involvement of additional resource persons, such as returnees on their experiences



2.2 OPTIONAL MODULES

6. **Family Management After Migration**
 - a. Caring for left behind family members
 - b. Managing household responsibilities and division of roles, communication with spouse and family members after migration
7. **Keeping Safe in Transit and Destination**
 - a. Reviewing available services and access
 - b. Identifying information on redressal mechanisms
 - c. Reviewing general rules and regulations of COOs
 - d. Taking care of health in CODs
8. **Knowing Countries of Destination**
 - a. Reviewing general rules and regulations of COOs and CODs
 - b. Registering in CODs
 - c. Understanding the working and living conditions in CODs
9. **Understanding Basic Financial Management**
 - a. Knowing how to manage the household budget after remittances
 - b. Discussing expenditure, investment and savings
 - c. Managing expectations of family members
 - d. Using formal financing systems

OPTIONAL | module 6

Family Management After Migration

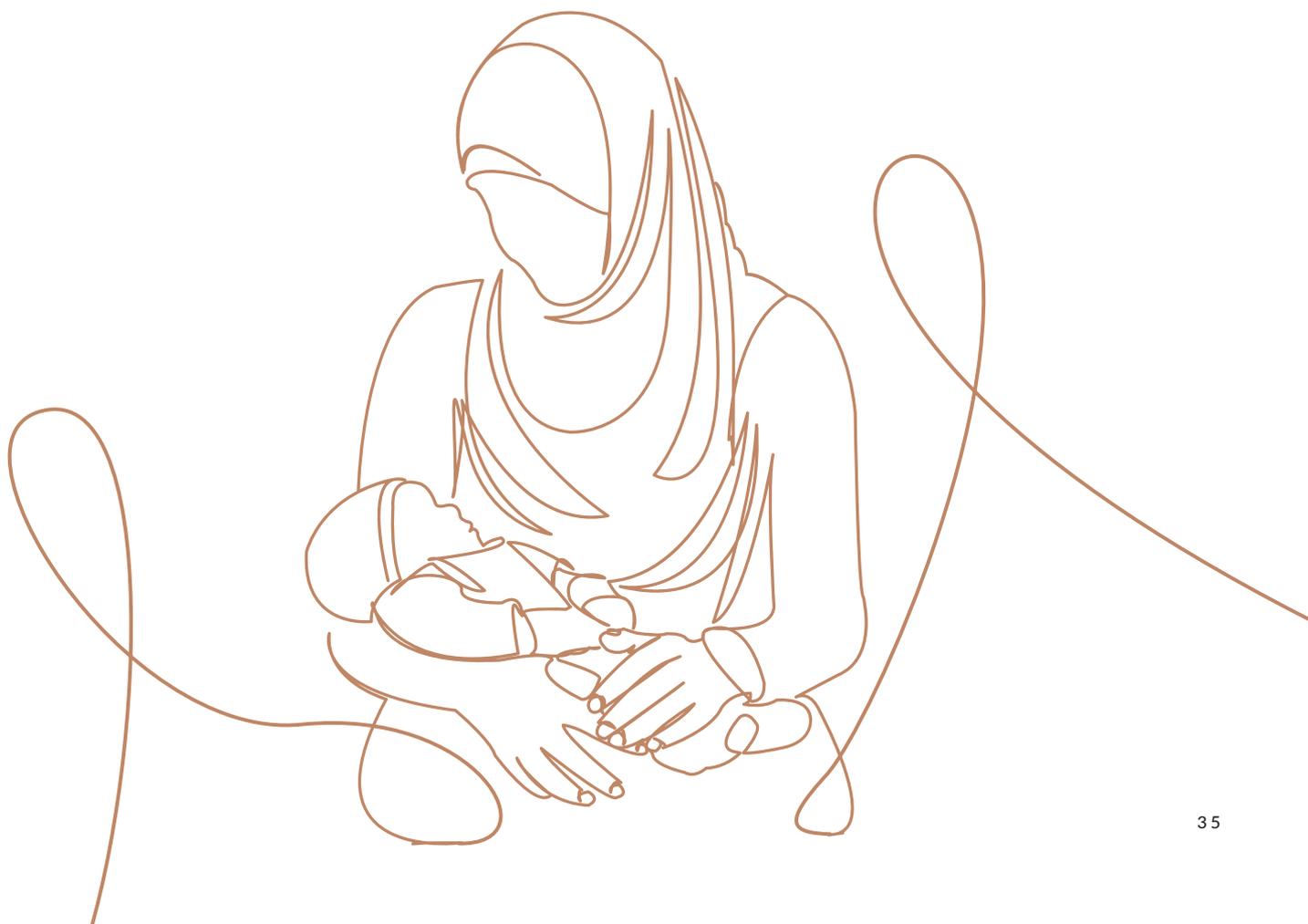
Often neglected, the role of the prospective TCW's family in the migration process is critical — from supporting a potential TCW's decision to migrate, to providing support during the application process as well as in the CODs.

A major factor that prospective TCWs must consider before migrating is how their families can manage their absence, both practically and emotionally.

6

Module Description	This module discusses relationships within the family and how the dynamics change when someone migrates for employment — from roles and responsibilities to decision-making processes. To ensure that the family's well-being is maintained, the module prods beneficiaries to collectively reflect on how responsibilities will be managed in the COO. Additionally, it promotes reflection on expectations of communication with family, such as method, frequency and costs.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Reflect on whether or not there is someone who could take on their roles and responsibilities when they are away ▪ Consider division of responsibilities between the left-behind family members ▪ Discuss the most suitable means and forms of communication
Duration	2 hours
Methodology	<ul style="list-style-type: none"> ▪ Facilitated group discussion ▪ Provide a short time for reflection, supported by questions, such as what are some of the concerns of the beneficiaries and resources available to their families ▪ Involvement of relevant resource persons
Learning Assessment	<ul style="list-style-type: none"> ▪ Trainers should assess individuals' reflection on strategies to address their absence in the house including new roles and responsibilities, with a new division of labour ▪ Assessment can also be based on individual presentations and/or any material produced by individuals. Trainers can also ask beneficiaries questions to facilitate this process
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Prospective TCWs need to be aware that their families need to be ready to make adjustments, often entailing an increase in responsibilities ▪ For those left behind, alternate sources of guidance, support and information are likely to be required ▪ Non-communication can be harmful but disproportionate communication can also cause stress and anxiety. Hence, regular communication is recommended
General Recommendations	This module should be taught to both the prospective TCW as well as to a key family member, such as a spouse or a parent.

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Care of Left Behind Members	<ul style="list-style-type: none"> ▪ What family responsibilities do the prospective TCW manage, and who will carry these out after migration? ▪ What strategies might be necessary to address these extra responsibilities? 	<ul style="list-style-type: none"> ▪ Group discussion and feedback ▪ Sharing session led by returnees, detailing strategies they employed ▪ Role playing exercises 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Flip charts, pens, coloured markers ▪ Involvement of additional resource persons, such as returnees who share their experience and coping strategies ▪ Should be for both beneficiaries and families
Management of Household Responsibilities and Division of Roles	<ul style="list-style-type: none"> ▪ Who will take on the broader household responsibilities, like maintaining the home/ land, social and community relations? ▪ What strategies might be necessary to effectively manage the TCW's absence? 	<ul style="list-style-type: none"> ▪ Group discussions and feedback ▪ Families to identify relevant roles and responsibilities and can do a mind map of feasible options 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Should be for both beneficiaries and families
Communication with Spouse and Family Members After Migration	<ul style="list-style-type: none"> ▪ How, when, how often does one communicate? ▪ What are the benefits of communication? ▪ What is harmful communication and what are its potential impacts? 	<ul style="list-style-type: none"> ▪ Sharing session led by returnees, offering tips on how to communicate effectively with family members and what to avoid 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Involvement of additional resource persons, such as returnees to elaborate on family management and communication ▪ Should be for both beneficiaries and families





OPTIONAL | module 7

Keeping Safe in Transit And Destination

TCWs face a range of risks and often need support, in COOs, in transit, as well as in CODs. Focusing on resources and services in COOs, this module explains the support and redressal mechanisms that are available, along with guidance on access to the required services.

Module Description	<p>This module offers beneficiaries a comprehensive overview of personal and occupational safety, security and health in transit and in CODs. It will guide participants on the services available to them in COOs, regardless of whether they are in transit or in the COD. It will provide details about assistance in the COO, from NGOs and governments in the provision of legal support for obtaining compensation from employers and recruitment agencies in CODs. The module will also elaborate on the importance of taking care of their health.</p>
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Learn how to navigate processes properly in transit and CODs. ▪ Be equipped with information relating to personal and occupational safety, security and health ▪ Be aware of services available in the COO as well as rights in all stages of migration ▪ Understand where to go if there is a case of violence, injustice, fraud, abuse, etc ▪ Appreciate the importance of taking care of their health and physical well-being during all phases of labour migration
Duration	<p>1 hour</p>
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Guided group discussion based on case studies of experiences of redressal and support services in COOs
Learning Assessment	<ul style="list-style-type: none"> ▪ Trainers should assess participants' understanding of services and redressal mechanisms available to them in the COO, whether they are in transit or in the COD ▪ Beneficiaries need to be aware of ways of keeping themselves healthy. Trainers can do this by providing a brief oral/written test in the form of multiple choice
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Foreign employment can carry high risks ▪ Security, health, safety of life and property are foundational to productive employment abroad ▪ Family members have important roles to play in ensuring the safety of their migrating members and in redressal mechanisms
General Recommendations	<p>This module should be taught to both the prospective TCW as well as to a key family member, such as spouse or a parent.</p>

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Safety In Points of Departure, Transit and Origin	<ul style="list-style-type: none"> What are the things to do and avoid in the port of departure, transit and destination? 	<ul style="list-style-type: none"> Presentation and Q&A session 	<ul style="list-style-type: none"> Projector with video Presentation
Available Services and How to Access Them	<ul style="list-style-type: none"> What informal/formal services are available for TCWs in the COOs, when in transit or CODs? Who provides these? (eg. Government, NGOs, recruitment agencies etc) How to access different services? 	<ul style="list-style-type: none"> Presentation and Q&A session List of different services available 	<ul style="list-style-type: none"> Projector with video Presentation
Cultural Alienation and Stress in CODs	<ul style="list-style-type: none"> How to cope with the stress of a new corporate culture and different management styles, technologies, multiracial environment? What support systems, formal and informal might be effective? 	<ul style="list-style-type: none"> Sharing session led by a psychosocial counsellor or mental health specialist, to provide tips on healthy adjustment and help in accessing support Short video to show healthy ways of coping with stress and examples of what not to do 	<ul style="list-style-type: none"> Projector with video Presentation Involvement of additional resource person, such as a mental health specialist Should be for both beneficiaries and families
Safety, Security And Health Risks	<ul style="list-style-type: none"> Why is it important to keep in regular touch with support networks? How can this be achieved? How are TCWs vulnerable when abroad? 	<ul style="list-style-type: none"> Presentation and Q&A session 	<ul style="list-style-type: none"> Projector with video Presentation
Information on Redressal Mechanisms	<ul style="list-style-type: none"> What redressal mechanisms exist in the COO, whether in transit or a COD? What paperwork would be needed to access redressal mechanisms in the COO? What is the role of family members in redressal mechanisms? 	<ul style="list-style-type: none"> Presentation of case studies illustrating the process of accessing redressal mechanisms Sharing session led by a returnee, highlighting stories of positive and negative redressal experiences Quiz presenting different scenarios and different options of response 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers Involvement of additional resource person, such as a returnee to elaborate on redressal mechanisms and good practice Should be for both beneficiaries and families
Staying Healthy in COD	<ul style="list-style-type: none"> What are the general potential health risks in CODs and what are the best ways to avoid them? What do TCWs do in cases of health emergencies? Why are regular health checks and health insurance important in the COD? 	<ul style="list-style-type: none"> Presentation and Q&A session Group exercise to list tips to stay healthy and the type of behaviour to avoid 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers

OPTIONAL | module 8

Knowing Countries of Destination

This module includes information about general laws and regulations in different COD or a particular COD, as relevant to the national context. At the point of doing PEO, most prospective TCWs will not know which countries they may end up migrating to if they choose to migrate at all. However, beneficiaries should understand that labour migration will involve adapting to a different professional and personal environment, regardless of where they go.



Module Description	In this module, beneficiaries will learn about general regulations for foreign employment in different CODs or in a relevant COD, including those related to duties towards employers, termination of employment, deportation, imprisonment as well as laws against certain behaviors. The module will also provide information on general working and living conditions in different and/or relevant CODs. This discussion will then also elaborate on adapting to different socio-cultural norms, professional etiquette and support networks.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Know how to access formal and accurate sources of information ▪ Be able to weigh the expectations vis-à-vis the general realities of work and life in a different country ▪ Have developed a sense of general rules and regulations that would apply to them in CODs if they choose to migrate ▪ Appreciate the importance of registering in the COD ▪ Have a better understanding of the living and working environment in different CODs ▪ Be equipped with information on relevant resources and services, such as registered recruitment agencies, government support systems, etc
Duration	30 minutes
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Guided group discussion, preferably around case studies of legal challenges
Learning Assessment	Trainer to assess the extent to which beneficiaries are prepared to manage employment and life, under different rules and regulations. This can be done by asking questions or conducting a quick quiz
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ TCWs are exposed to different sets of rules and regulations in COD ▪ It is important to register and keep in touch with embassies ▪ TCWs need to be prepared to face different living conditions, such as single-sex, shared and allocated accommodation
General Recommendations	This module should be taught to both the prospective TCW as well as to a key family member, such as spouse or a parent.

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
General Rules and Regulations for TCWs in CODs	<ul style="list-style-type: none"> What are the general and/ or specific policies of different CODs or a relevant COD, that would impact TCWs? What are some examples of the policies relevant to women TCWs, with a particular focus on domestic workers? 	<ul style="list-style-type: none"> Presentation and Q&A session Sharing sessions led by a relevant legal expert, elaborating on different legal challenges 	<ul style="list-style-type: none"> Projector with video Presentation Flip charts, pens, coloured markers List of rules and regulations related to foreign employment in different CODs or a relevant COD Involvement of additional resource persons, such as legal experts to outline relevant rules regulations Should be for both beneficiaries and families
Registering in COD	<ul style="list-style-type: none"> Why should TCWs register in the COD and what is the typical process to do so? How should one keep in regular touch with embassies in the COD? 	<ul style="list-style-type: none"> Presentations and Q&A session 	<ul style="list-style-type: none"> Projector with video Presentation Handout list comprising addresses of COOs embassies in some of the common CODs
General Work and Life Conditions in CODs	<ul style="list-style-type: none"> What are some differences in CODs or a relevant COD in relation to government structure, socio-cultural norms, traditions and language? What can be expected in terms of accommodation, taxes and other employment-related terms? 	<ul style="list-style-type: none"> Presentation and Q&A session Guided group discussion using photos to show different accommodation arrangements, workplace, public spaces and other aspects of life abroad 	<ul style="list-style-type: none"> List of rules and regulations related to foreign employment and living conditions in relevant CODs Additional resource person, returnees Should be for both beneficiaries and families



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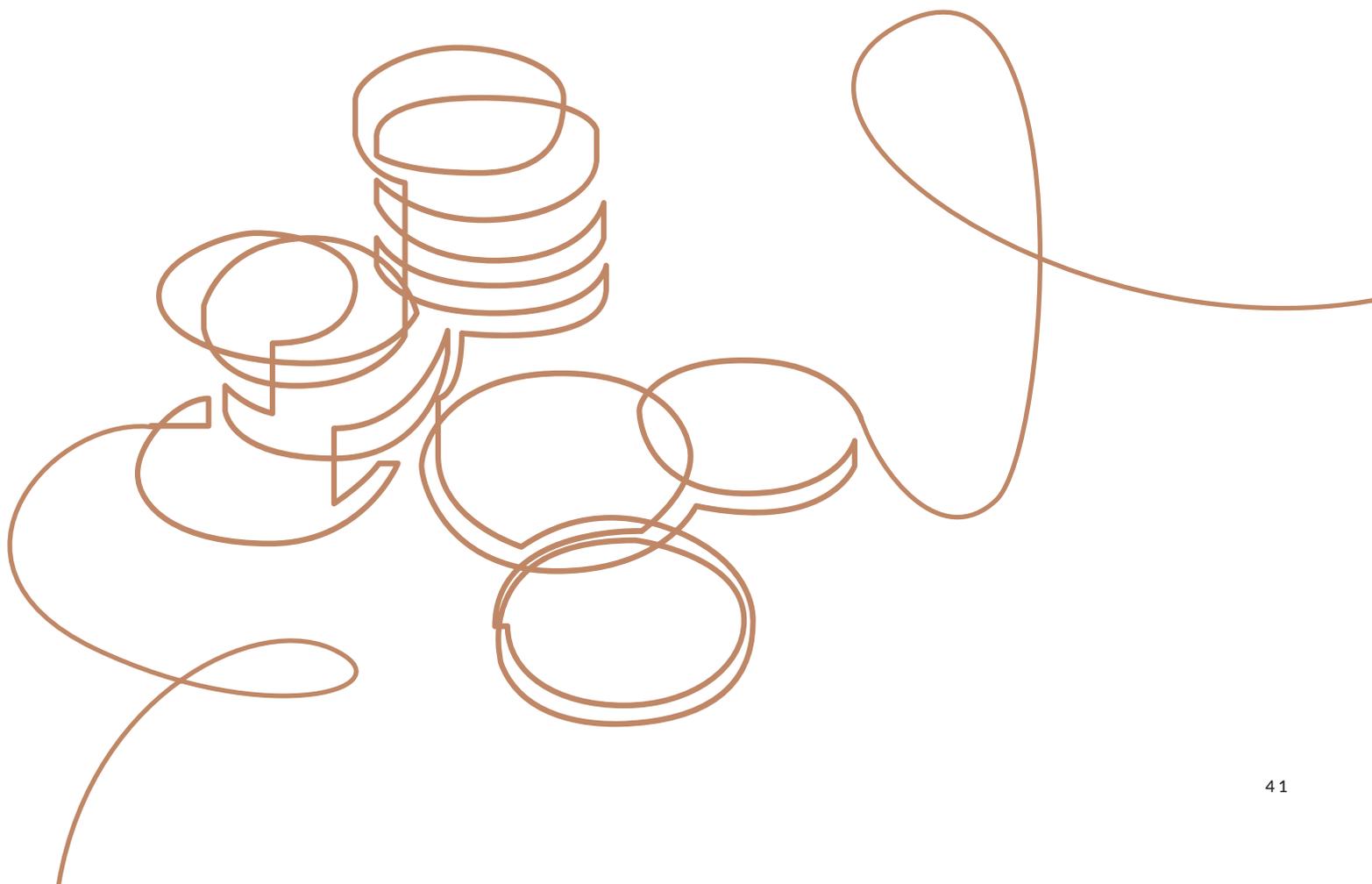
OPTIONAL | module 9

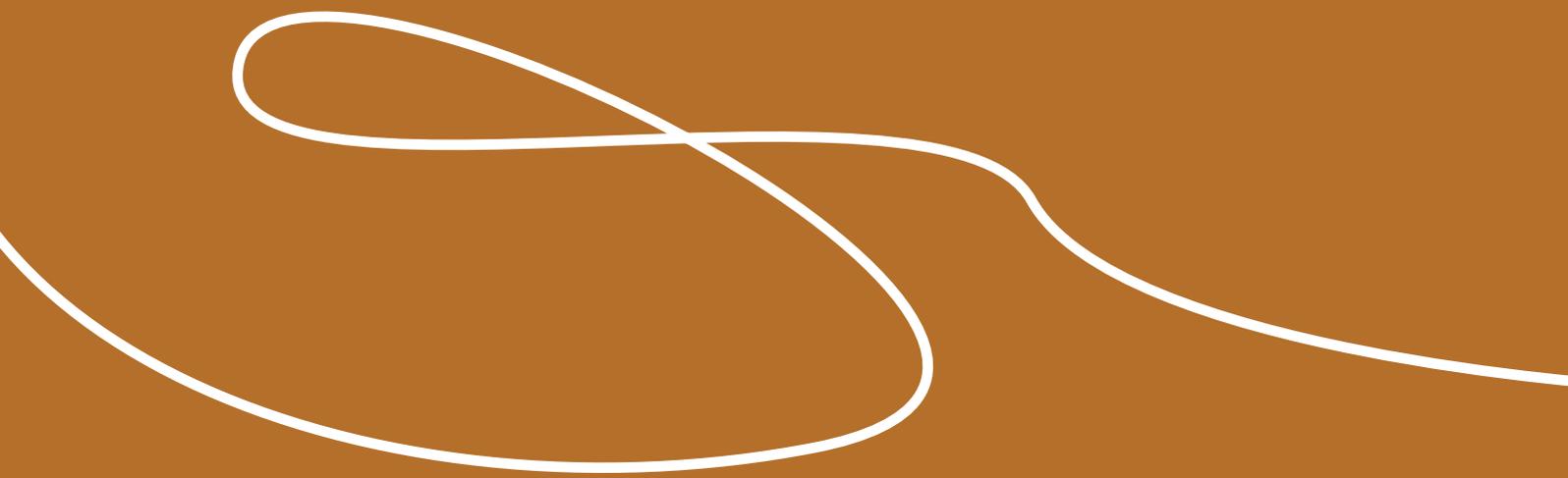
Understanding Basic Financial Management

As many move abroad to earn an income, it is critical to include a module on basic financial management, which would be useful regardless of whether or not beneficiaries decide to migrate. Further, there is evidence to show that disputes between TCWs and their families often arise over remittances. Hence, it would also be beneficial to include TCW's family members in this session.

Module Description	This module highlights the importance of TCWs and their families in having a clear financial management plan, and supports the process of developing one. It offers practical tips to beneficiaries – from sending remittances, planning savings and safe investments. It also prods participants to reflect on which family member is best placed to manage remittances, and how they are to do so. Discussions will also encourage beneficiaries to consider possible return plans for the prospective TCW and develop financial goals accordingly.
Learning Objectives	<p>At the end of the module, beneficiaries should:</p> <ul style="list-style-type: none"> ▪ Understand the importance of financial planning and learn how to do so along with their families ▪ Discuss which family member is best placed to manage remittances ▪ Be aware of how to develop an expenditure, investments and savings plan ▪ Learn how to manage financial expectations ▪ Grasp the importance of using formal channels for remittances
Duration	2 hours
Methodology	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Family mapping/presentations of financial plans presented back to the group for feedback ▪ Use of stories and vignettes of good and bad practices in financial management
Learning Assessment	Trainers should conduct a short quiz in order to assess whether or not beneficiaries have an adequate understanding of the module
Essential Takeaway Messages	<ul style="list-style-type: none"> ▪ Since labour migration is largely for the economic well-being of family members and entails substantial costs, financial planning is necessary in order to make productive use of remittances ▪ Not keeping track of expenditures can lead to misunderstanding in relationships between TCWs and family members, adding further stress and anxiety ▪ Clarity is needed on which family member receives and decides on remittance use ▪ Since TCWs are unable to earn after a certain age, it is important to make a retirement pension plan that supports return and reintegration
General Recommendations	This module should be taught to both the prospective TCW as well as to a key family member, such as spouse or a parent.

SESSION	TOPIC	METHODOLOGY	NEEDED MATERIALS AND RESOURCES
Sound Financial Planning	<ul style="list-style-type: none"> ▪ Why is it important to have household budgets? ▪ How is it possible to develop and use a household budget effectively? 	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Group exercise where families make sample budgets ▪ Quiz 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers
Expenditure, Investment and Saving	<ul style="list-style-type: none"> ▪ Why is it important to keep track of expenditure by both TCWs and families? ▪ How can expenditure diaries be maintained? ▪ What is the importance of saving and what local methods are available to do so? ▪ Who is to receive and manage remittances? 	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Use of vignettes and stories to show consequences of poor financial management, with a focus on misunderstanding and strained relationships 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers
Manage Expectations of Family Members	<ul style="list-style-type: none"> ▪ What are the consequences of family members' over-expectations? ▪ What are healthy expectations of TCW's families? ▪ How can a TCW deal with over expectations from family members? 	<ul style="list-style-type: none"> ▪ Presentation and Q&A session ▪ Role play exercise to explore healthy expectations 	<ul style="list-style-type: none"> ▪ Projector with video ▪ Presentation ▪ Flip charts, pens, coloured markers





MANAGEMENT SYSTEM FOR PEO



3. INTRODUCTION TO THE MANAGEMENT SYSTEM

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

This section describes the optimum use and objectives of the Management System.

3.1 ADAPTABILITY OF THE MANAGEMENT SYSTEM

To overcome the lack of uniformity of PEO and PEO-related activities across the COOs surveyed, this Management System proposes a general operational framework that supports the creation of a harmonized guide for all COOs in administering a PEO programme. The framework is versatile in its design, encouraging member states to tailor it to better suit their own respective contexts.

The Management System incorporates recommendations, best practices and lessons learnt from the surveyed formal and informal PEO components observed in 10 ADD COOs,⁴ as detailed in the 'Background Report On Pre-Employment Orientation in the Abu Dhabi Dialogue Countries'. This involved a review of the contents of existing PEO activities, delivery mechanisms, monitoring as well as institutional structures, such as TOT and their accreditation.

The Management System is designed to be customized by relevant PEO administrators and implementing institutions to better cater to the learning capacities, preferences and needs of aspiring TCWs as well as the local contexts in which the particular PEO is being delivered. While accommodating to adaptation, this Management System places some common standards for administering and governing PEO. Therefore, it seeks to answer some key questions that are presented in the table below.

Finally, this Management System is devised to be dynamic. As member states learn and mature in PEO delivery, the Management System requires regular updates to ensure its sustained relevance to the ever-changing context of COOs and CODs as well as with the evolving needs of beneficiaries.

KEY QUESTIONS THIS MANAGEMENT SYSTEM SEEKS TO ANSWER

- How are PEO modules developed, implemented, reviewed and revised?
- What mechanisms are used to deliver PEO modules and on which platforms?
- What is the ideal profile of PEO trainers? How can they be identified, trained and retained?
- Is there a system of accreditation for trainers to safeguard quality delivery?
- How can material and resources from different sources be incorporated into delivery?
- How can PEO programmes be logistically supported, with resources?
- What forms of engagement are being mobilized to enrich PEO and ensure its sustainability?
- What kind of diverse partnerships and cooperation arrangements are being made?
- How can PEO be monitored and evaluated effectively? What are the anticipated challenges?

3.2 Objectives

PRIMARY OBJECTIVES

The objectives of the Management System are listed below.

- a. To provide a standardized reference to ADD member states, to support the process of tailoring the management of PEO programmes as part of an overall migration policy.
- b. To equip stakeholders overseeing and/or involved in PEO implementation, with a framework on administration and governance
- c. To contribute to the effective and comprehensive delivery of orientation to potential TCWs seeking foreign employment.

SECONDARY OBJECTIVES

- a. To contribute to the harmonization of PEO across COOs
- b. To recommend a system of quality control, monitoring and evaluation that would ensure the sustainability and continuous improvement of PEO in ADD member states

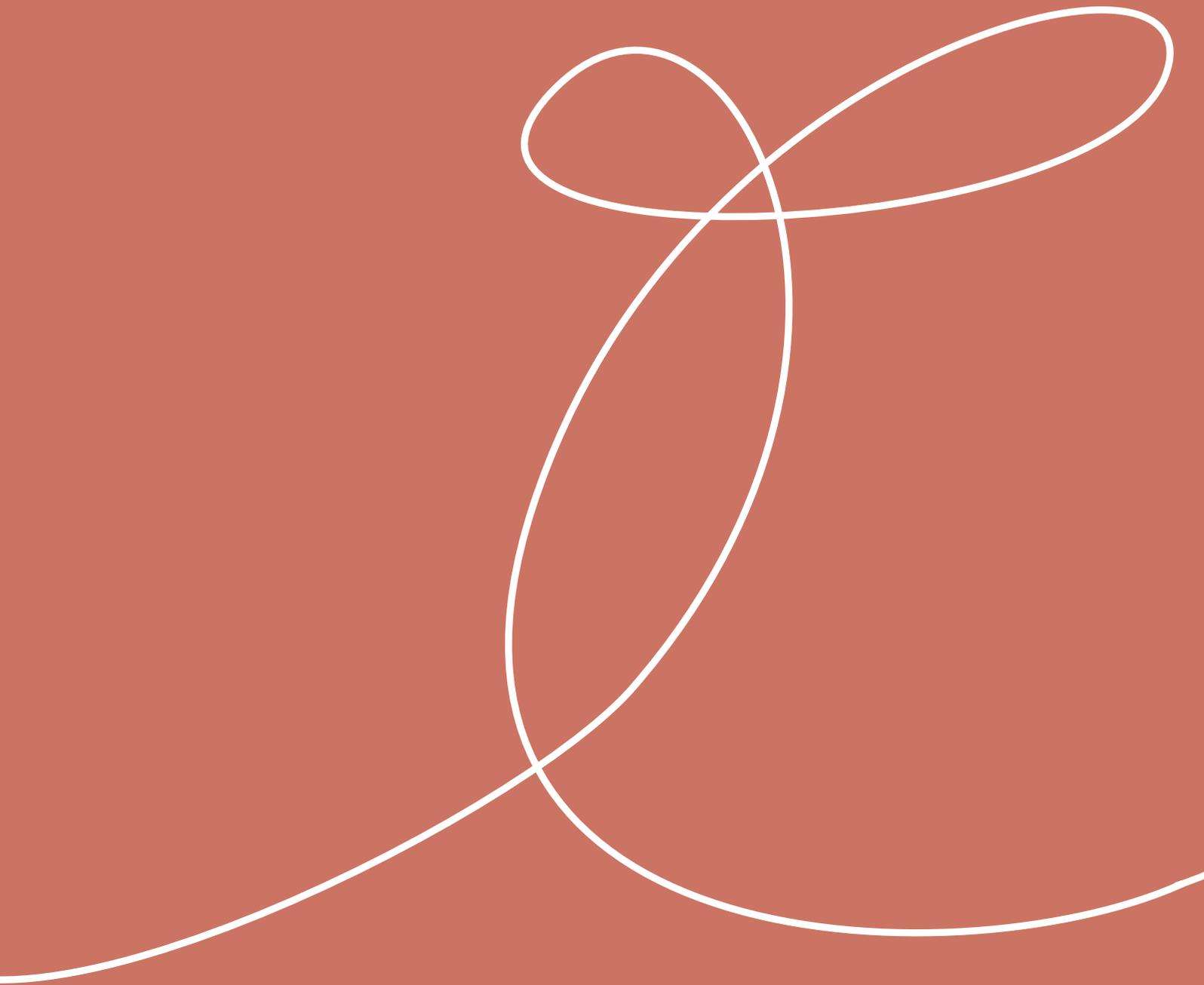
3.3 USE OF THE MANAGEMENT SYSTEM

While planning the utilization of this Management System, it is recommended to note the following:

- This Management System intentionally steers away from adopting a rigid standard but rather chooses a flexible and general design that would better accommodate and serve ADD member states in tailoring PEO to various national contexts. As the proposed PEO content is based on research related to specific ADD member states, the Management System may not be appropriately applied outside the ADD COOs.
- As PEO targets an extremely diverse group of beneficiaries, this Management System recognizes that their information needs are ever-changing and dynamic. It must ensure to take into consideration the differences in their knowledge-level and intentions to migrate overseas for employment. Therefore, it opts to include open guidelines rather than maintaining fixed standard operating procedures.
- This Management System acknowledges that current engagement with PEO differs across COOs. While the Philippines has a formal and mandatory PEO, other member states currently host a variety of informal PEO-related interventions. Nevertheless, this Management System draws on a variety of best practices, to provide a resource for countries to either build standardized PEO programme or refine and improve upon current PEO-related activities.

This Management System intentionally steers away from adopting a rigid standard but rather chooses a flexible and general design that would better and serve ADD member states in tailoring PEO to various national contexts.

4. The study countries are Afghanistan, Bangladesh, India, Indonesia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam.



KEY COMPONENTS FOR PEO

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

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



A needs assessment should include qualitative and quantitative data.

4. KEY COMPONENTS OF THE MANAGEMENT SYSTEM

4.1 NEEDS ASSESSMENT OF PEO

Before the establishing of country-specific PEO programmes, an important first step for all COOs is to conduct an assessment of their needs across three levels of analysis:

- a. Assessment of beneficiary needs
- b. Assessment of the needs of the current and/or anticipated PEO-providing institutions
- c. Assessment of resources available and required to be able to effectively deliver PEO

a. ASSESSMENT OF BENEFICIARY NEEDS

The first step towards tailoring a programme to serve prospective TCWs is to understand their needs. Labour migration is a complex process and aspiring TCWs are motivated by different factors in nudging their migration journey.

Understanding these needs along with the larger socio-cultural and economic trends driving labour migration is one of the methods to grasp the pathways TCWs generally take. Additionally, as significant decisions tend to involve and impact immediate family members, it would be useful to involve them closely to better understand the family dynamics at the heart of the relationship.

A thorough needs assessment will equip relevant governments and stakeholders with a nuanced, country-specific and local-level understanding of crucial aspects of PEO. Ideally, this assessment would include both qualitative and quantitative information and provide a complete and rich insight into the needs of intended beneficiaries. This detailed assessment must be accompanied by a similar evaluation of the capacity of institutions delivering PEO as well as the resources required.

Below are key guiding questions that can be considered as part of this exercise:

What are the contextual factors that influence the decision to migrate overseas for foreign employment?

The decision to migrate rarely occurs in isolation. It can have links to personal contexts in a prospective TCW's life. Some aspire to work overseas due to a common national disposition. In other cases, the desire to seek employment could be prompted by a poor economy. The needs assessment is there to investigate the contextual factors influencing people's decision to migrate.

Who is likely to migrate and why? Who is likely to be in need of information?

Needs assessment in this case would include a deep understanding of motivations, matched to demographic patterns, gender considerations, literacy rates, educational and professional background, norms and cultural orientation as well as the diaspora network.

What information do prospective TCWs need on labour migration? What are the preferred sources of information sources that TCWs typically use?

This assessment would identify the exact type of information needed during the different phases of the migration life cycle for TCWs to feel empowered. Understanding what information is being shared, how and by whom, is crucial in positioning the PEO providers as able to compete or complement these informal channels of information.

What delivery mechanisms could best address these needs?

It is crucial to understand how information can be best conveyed to the intended beneficiaries. Socio-economic, cultural, professional and educational aspects should be considered. Additionally, it is important to understand how beneficiaries see and consume information as well as how effective the information provided really is. Are beneficiaries used to formal or informal learning? It is helpful to note how much ease they have in navigating technology. Therefore, a variety of approaches need to be considered in order to reach beneficiaries with different learning styles.

What tools will enable beneficiaries to easily understand and retain information?

Data needs to be collected on the best methods to disseminate information and consideration must be taken relating to the teaching environment and other complementary resources that enable beneficiaries to learn and relate with the information being provided.

What are other sources in the labour migration process that influence decisions to seek overseas employment?

The key is to understand the various information entry points in the prospective TCW's decision-making process. PEO must include referrals to entities that include accurate and adequate information.

Understanding these needs along with the larger sociocultural and economic trends driving labour migration is one of the methods to grasp the pathways TCWs generally take.

Consulting with relevant stakeholders in the needs assessment will support a nuanced understanding of PEO.

b. ASSESSMENT OF INSTITUTIONAL CAPACITIES IN PEO DELIVER

This assessment, focusing on institutional considerations, ultimately seeks to explore and review the capacity of institutions in delivering PEO programmes. While very dependent on different national structural setups, this exercise can start by identifying relevant and possible institutions and entities along with their needs.

It could focus on the following:

- Based on experience and mandate, who is best placed to deliver PEO?
- What is the capacity of institutions and entities to deliver PEO? Can they adequately address local needs and relate them to their respective contexts?
- What kind of infrastructure exists?
- Do institutions have the capacity to deliver contextual PEO? Do they have the kind of outreach/experience?

c. ASSESSMENT OF AVAILABLE AND REQUIRED RESOURCES

Consideration of resources available for PEO is a critical aspect of this set of needs assessment. It will lend itself to identifying where resource mobilization would be needed. It is recommended that this exercise is undertaken by systematically reviewing both financial and non-financial resources available and required.

Some guiding questions are included below:

- Are there local, national, regional and/or international resources that can be drawn on for PEO?
- What are the financial and non-financial resources available?
- What is the nature of such resources? Are the available resources adequate?
- How sustainable are the resources currently available?
- What resources are needed but are currently not available to deliver PEO?
- What strategies can be put in place to mobilize resources?

All three needs assessments should be conducted before initiating PEO, and it is recommended that they take place periodically. Assessments would benefit from consultations with as many relevant stakeholders as possible — from beneficiaries, government officials, donors, NGOs and CBOs.

4.2 INSTITUTIONAL MANDATE FOR PROGRAMME OWNERS

The effective administration and delivery of PEO are centred not only according to their correct content but also through institutional arrangements, capacities, mandates and resources. The proposed needs assessment would provide programme owners with a solid foundation to build upon, particularly with regards to institutions and entities that could lead different PEO components.

LEGISLATION

Following the completion of the needs assessment, it is recommended that member states that are seeking to design a formal PEO must consider legislation or ordinance that would mandate selected institutions to deliver PEO. This legislation may include administrative and/or operational

standard operating procedures along with obligations and liabilities as a mechanism to enhance accountability. Should the member states choose to pursue a legislative commitment, consultations and partnerships are strongly encouraged in this process. The government could facilitate and bring together all stakeholders related to PEO and migration, including lawmakers, human resource experts, educational and vocational institute representatives.

GOVERNMENT COMMITMENT

It is important to stress that PEO is most likely to be successful if there is a strong governmental commitment at the initial stages. While funding can come from both government and private donors, enforcement is more effective and widespread when tasked to the relevant governmental entities. Ideally, the government body responsible for foreign employment could consider the establishment of a unit specifically mandated to set-up and manage labour migration orientation and related information, including PEO.

PEO IN WIDER MIGRATION ORIENTATION

At the heart of CIOP is the push for greater harmonization of PEO with PDO and PAO. With this scope in mind, programme owners should consider building on select PEO modules in PDO as well. This would further reinforce key messages and act as a refresher.

Furthermore, PDO and PAO act as key opportunities for monitoring and evaluating the impact of PEO. A key outcome of a successful PEO lies in prompting positive behavioural changes in prospective TCWs as well as creating more junctions for successful integration. This would result in a marked increase of those accessing correct resources, internalizing knowledge and ultimately opting for safer migration pathways, should they choose to pursue foreign employment. Assessing these changes later in the migration life cycle through subsequent orientations, should be considered by the programme owner.

Since PEO needs to reach out to a broad group of beneficiaries who are contemplating overseas employment, it is crucial that PEO is delivered at the local and community level. Helpful information in collaboration with orientation providers of CODs at this point in the labour mobility cycle will contribute to successful integration — as well as successful reintegration — in CODs upon their return.

To ensure that there is a standard form and quality of delivery, PEO needs to be centrally directed — with its implementation cascading from the central to the regional and local levels. At the sub-national level of government, a dedicated section could be established that remains responsible for overseeing PEO processes in a dedicated area or region.

This Management System also stresses the importance of incorporating a communication mechanism between the various levels of government — ensuring that the local and regional levels always have access to information that is accurate and up to date and can be shared with beneficiaries.

DELIVERY

Due to the nature of PEO, a multi-pronged approach to how PEO is delivered is ideal. It should not be envisioned as a one-off classroom-style session but rather as a process that accompanies the decision-making of beneficiaries. A multi-pronged approach also allows flexibility in tailoring PEO to meet varying needs and learning preferences of different groups of beneficiaries.

A key outcome of a successful PEO is observing positive behavioural changes in TCWs, from choosing safe migration pathways to accessing relevant resources and following proper procedure.

ENGAGEMENT WITH STAKEHOLDERS

a. NGOS

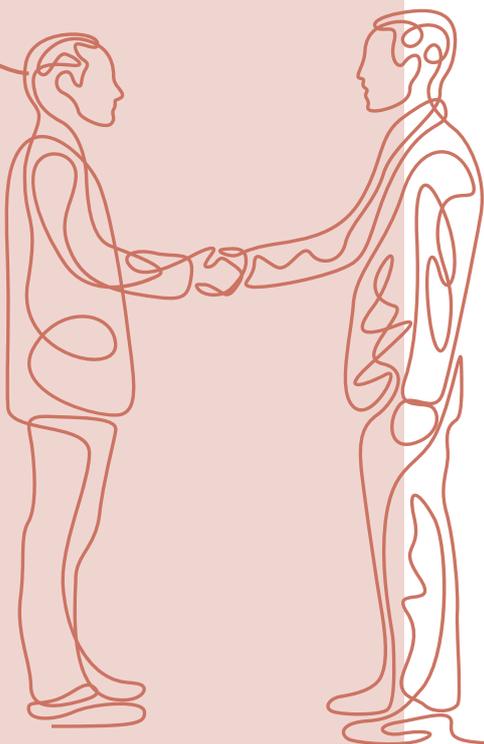
As detailed in the 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries,' it is evident that a number of International Non Governmental Organizations (INGOs) and national NGOs have been delivering PEO-related interventions in various communities, using both individual and mass sensitization approaches. Such a strategy can be a crucial element of the multi-pronged PEO. It is vital that the INGOs and NGOs follow the set of PEO modules that the government adopts, regionally and nationally with all relevant stakeholders. In fact, the government can foster an operational environment whereby these organizations conduct PEO-like activities, in collaboration with relevant governmental entities that are managing PEO. This arrangement will not only ensure a consistent standard and quality of PEO but also reduce the burden of delivering PEO.

Additionally, these stakeholders can also act as a vital resource in PEO monitoring and evaluation. All these collaborations should be planned in such a way that all stakeholders work harmoniously and seek to avoid the overlapping of functions.

Using a standard set of compulsory and optional PEO modules, governments are encouraged to engage and mobilize local stakeholders who can play a pivotal role in the implementation and evaluation of PEO. Therefore, putting in place a clear strategy of engagement and mobilization for these stakeholders is paramount in fostering the success and sustainability of PEO.

b. EMPLOYERS

This Management System also recognizes the benefits of involving the private sector, employers and recruitment agencies. This can be in the form of consultations in the design of PEO, particularly in reference to the modules and their subsequent revisions as well as in ensuring that updated information is always included. Furthermore, in formal PEO programmes, employers and labour recruiters can also be invited, where relevant, as resource persons to share insights on employee responsibilities, duties and good conduct. In the Philippines, labour recruiters brief potential applicants at job fairs on the type of employment available, qualifications, selection criteria, skills and vocational experience required as well as salaries and benefits – even before the recruitment process has begun. This is important and also effective as it does not necessarily require dedicated resources. Programme owners are advised to consider replicating this model in other COOs as part of a multi-pronged PEO.



A summary of suggestions of resource persons is included below, for the consideration of programme owners.

PEO can be effectively delivered by enhancing collaboration with relevant resource persons, who can enrich PEO, offer first-hand perspectives and provide further relevant insights.

Embassies of CODs based in COOs can:

- Provide the COO with up to date and accurate material relating to CODs
- Enhance an understanding of the COD's socio-cultural norms and expectations
- Advise the COO on PEO content as representatives of the COD

Embassies of COOs based in CODs can:

- Help the COO obtain information that is up to date and material related to the COD
- Share key trends of nationals in the COD
- Incorporate accurate information about labour market demands, culture and life in the COD
- Support the evaluation of PEO based on insights in the COD

Civil society can:

- Play a role in the implementation of PEO's multi-pronged approach
- Carry out effective outreach and mobilization at the community level
- Assist in the monitoring and evaluation of PEO
- Share examples, insights and provide additional support

TVET Institutes can:

- Act as a key resource for skills development
- Provide information on national opportunities
- Assist in the development of a PEO monitoring framework

Returnee TCWs can:

- Share first-hand experiences and practical information
- Play a role in the implementation of PEO's multi-pronged approach
- Carry out effective outreach and mobilization at the community level

Local lawyers can:

- Share information on general legislation around labour migration in the COO and the COD

Labour recruiters can:

- Play a role in the implementation of PEO's multi-pronged approach
- Provide information on labour migration procedures and requirements
- Share information on national opportunities

4.3. DESIGN AND DELIVERY OF PEO

To obtain positive outcomes, PEO must be designed to reflect its spirit and revolve around a combination of open discussions and reflections. A design that is multi-pronged steers away from a one-off teaching intervention. Ideally, the content of PEO modules should be disseminated using a variety of channels. The engagement of multiple stakeholders is a key factor and should include, but not be limited to, government bodies, civil society, NGOs, donors, media, academia and educational institutions as well as recruitment agencies.

A review of select COOs has shown that innovative communication strategies like radio programmes and displays in public spaces through street theatre and community videos, have a strong potential in outreach and in the dissemination of key PEO messages. They can extract relevant content from the teaching curriculum. Additionally, programme owners can also consider the integration of relevant PEO modules with extracurricular activities in schools and clubs as well as with different women's groups. This can then lead to knowledge sharing with other family members, friends and colleagues. This impact can be pivotal. Citizens can gain a firm understanding of labour migration from a number of different platforms and avenues.

REFERRAL SYSTEM

Targeting a broad profile of beneficiaries who are in the process of evaluating options requires a PEO programme to have a strong and up to date referral system. It needs to be able to guide and direct prospective TCWs to relevant services, resources and institutions including those that might not necessarily be directly related to labour migration. This referral system can span local, regional and national levels to help provide further guidance on issues of education, livelihood, employment, health and social security among others.

The capacity of PEO providers to link potential TCWs with services is crucial. Insights from INGOs and NGOs reveal that, in addition to migration, PEO beneficiaries often have questions on other issues such as, violence, polygamy and land disputes to name a few. In some cases, in their eagerness and desperation to escape dire situations, some individuals were found to resort to risky and unsafe pathways that placed them in vulnerable situations. At such times, this referral system acts as a lifeline.

In many cases, when some women contemplated labour migration through illegal channels just to escape domestic violence, they were given information about legal remedies and services available to them to fight domestic violence. Many of these women decided not to migrate and instead, sought redressal of their problems.

LOCAL INFLUENCERS AND RESOURCE PERSONS

In countries where unregistered intermediaries are the main source of information and support for labour migration, prospective TCWs influenced by them might be reluctant to take PEO. In such cases, there is a need to identify a cadre of local mobilizers and train them in basic PEO components. Importantly, success stories of ensuring safe migration pathways have come from places where PEO systems have included returnees, youth and women volunteers. The role of diaspora network can also be a valuable source of information for PEO while COOs are encouraged to take this into account. These resource persons can effectively identify aspiring TCWs who might have opted for risky pathways, their desire fuelled by lack of adequate and accurate information. Such local cadres are also useful in counselling prospective TCWs to recognize and change risky behaviours towards labour migration.

The mobilization of appropriate resource persons can enrich the PEO programmes. Ideally, such persons could be members of the local community who are better able to continue to provide information and counselling to beneficiaries. Programme owners are encouraged to consider the allocation of funding for remunerating resource persons as key incentives. This is not currently in practice and has led to the loss of crucial trained resources.

RECRUITMENT AGENCIES

Recruitment agencies are important actors in the labour supply chain. As part of correct business and ethics conduct, this Management System encourages the development of programmes that would inform recruitment agencies on the delivery of PEO components. This is already in place in countries like the Philippines but should be expanded to all COOs.

IMMEDIATE FAMILY MEMBERS

The active involvement of family members is key in ensuring that decisions made are both realistic and suitable for all those who would be affected by labour migration. PEO also acts as a vital opportunity to start the process of creating healthy expectations centred on family management. It begins with preparing the prospective TCWs and their families - emotionally, socially, financially and domestically. The idea is that a well-informed family will play a supportive role assisting in the safe and orderly migration of the TCW.

While the PEO modules include sections where family members are invited to participate in activities and group discussions, this Management System recognizes the possible logistical challenges of this arrangement. It, therefore, urges programme owners and PEO trainers to either consider conducting all family-related sessions together or carry out household visits just for those seriously contemplating foreign employment.

PEO EQUIPMENT, MATERIAL AND TECHNOLOGY

A major challenge identified in PEO delivery at the local level has been the supply of relevant infrastructure and equipment such as, overhead projectors, appropriate locations and other factors. In rural areas, for instance, dedicated structures could be built, since many people may face difficulties travelling to urban areas for information.

While PEO advocates for a participatory and interactive approach, the setting up of a dedicated hotline could complement this process since it would enable answers to queries at the pre-employment stage itself.

PEO trainers can be provided with a list of key messages that can be reiterated to beneficiaries at the end of PEO. To standardize the dissemination of this information, the list can be circulated and used by other stakeholders such as MRCs, government entities, recruitment agencies as well as other relevant programme staff.

Technological advances present a key opportunity for establishing, streamlining and improving PEO programmes. For instance, the Philippines is currently running an online PEO but could consider an app-based PEO. With the widespread use of smartphones combined with an app based PEO, duration and access to information would no longer be a constraint.

Both the potential TCW and their family members could complete a more comprehensive PEO — either alone or with family members or just use the facility to revisit information whenever necessary. While this is challenging to achieve immediately, it could be considered as part of a longer-term PEO strategy.

Providing incentives to local social mobilizers can help retain key human resources for PEO.

Incorporating PEO refresher courses could cater to those who have worked abroad before.

MRCs

MRCs are another important resource for PEO. Evidence from countries with active MRCs such as, Bangladesh and Nepal demonstrate that prospective TCWs tend to visit MRCs for a short period of time and most often out of obligation. To provide all necessary information in such a short time duration is not effective. Hence, MRCs should focus on emphasizing the importance of taking PEO and PDO, guide individuals to where they can register rather than try to impart a comprehensive PEO or PDO. It is recommended to increase the number of MRCs and ensure that orientation for prospective TCWs provides a clear role for MRCs across COOs.

a. DESIGNING AND TAILORING PEO

While the PEO modules outlined are mostly general, programme owners and trainers should tailor them to specific local and national contexts as well as match them to varying needs and learning capacities of diverse beneficiaries.

It is important to note that employment in CODs are typically gendered and often there are clear demographic trends behind them. For instance, men might go for construction work while women are more likely to go as domestic workers.

Hence, this Management System encourages adapting local, regional and national trends into the different elements of PEO. It can be tailored according to the characteristics of the target group or suit the kind of employment that beneficiaries are seeking overseas. It may be the case that some groups may require additional sessions or just more time like those who are contemplating employment in vulnerable situations or looking for jobs that present more challenges healthwise.

Similarly, socio-cultural considerations also need to be remembered. For example, in a rural agricultural community, PEO needs to account for the agricultural calendar and identify appropriate timings when locals would be available. In many cases, it is evident that men and women may not be available during working hours and therefore shorter PEO sessions could be timed during work breaks. Additionally, PEO delivery should be sensitive to cultural norms especially when it comes to gender considerations such as, segregating male and female participants during the sessions, selecting appropriate PEO location and choosing gender-sensitive trainers.

In countries where foreign labour migration is popular, programme owners may wish to consider including a 'refresher PEO,' designed for those who may have taken PEO before but did not migrate immediately. If they contemplate foreign migration again - depending on how long ago the person took PEO and if the labour contexts have not changed significantly - it might suffice to prescribe a shorter refresher.

With these considerations in mind, the needs assessment, particularly the component focussing on intended beneficiaries, will prove to be useful in identifying those trends and traits.

Nevertheless, to ensure the consistency of quality of standardized PEO, programme owners should ensure that the main PEO components are universally applicable along with tweaks and additions that would make them locally relevant. A review of PEO modules, against the backdrop of national needs and requirements, would be helpful in terms of agreeing on the contours of what can be - and what should not be - adapted.

b. STRENGTHENING PEO-PDO LINKAGES

Given the close linkages between PEO and PDO, it is ideal that PEO trainers should also be trained to conduct PDO training. This would result in a better understanding of learning capabilities, knowledge needs and associated gaps. This feedback loop between PEO and PDO would then inform and assist trainers to dedicate more time and attention to modules where beneficiaries have shown less absorption of key themes. If PEO trainers are allowed to conduct PDO, they will be in good stead since they would be in the right position to understand the specific learning capacity and needs of outgoing TCWs in PDO.

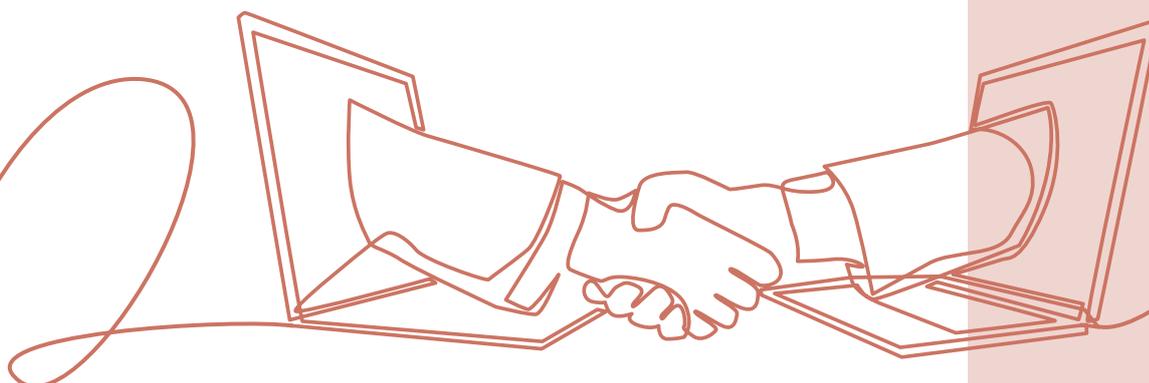
However, being aware of the logistical challenges that accompany this arrangement, programme owners are invited to consider devising a mechanism whereby PEO trainers can share information with PDO trainers relating to general observations along with feedback on individual cases.

Examining institutional arrangements such as, registration systems that can support this feedback mechanism is recommended. For example, in Nepal, checking the passport number of a prospective TCW applying for foreign employment in the Ministry of Labour's online system provides detailed information on their migration status whether or not they have attended PDO and from which institution. This information is publicly available. Similarly, Bangladesh and Sri Lanka register prospective TCWs locally in the governments' online system, where individual data is stored. In the long-term, such registration systems could significantly contribute to harmonizing PEO and PDO.

In the absence of an institutional mechanism that links PEO and PDO feedback, this Management System encourages the setting up of a simple procedure where — at the conclusion of PEO — trainers are required to hand a completed short assessment card to the beneficiary. After opting for foreign employment, the beneficiaries should then bring this assessment card to their PDO. At the beginning of the session, the relevant PDO trainer can review these assessment cards and tailor the PDO session accordingly.

To further strengthen the linkages between PEO and PDO, at the end of the PEO, trainers can provide reminders for the next steps for those who would be pursuing foreign migration. This could include elaborating on the importance of aspiring TCWs completing PDO as well as scheduling matters related to direct and indirect costs.

Technological advances present a key opportunity for establishing, streamlining and improving PEO programmes.



4.4 MONITORING AND EVALUATION

This Management System places significant focus on the importance of developing a clear and all-encompassing monitoring and evaluation framework for PEO. Programme owners are strongly urged to invest in this component along with the necessary resources required for effective implementation.

This need is further accentuated by the 'Background Report On Pre-Employment Orientation in Abu Dhabi Dialogue Countries' which notes that one of the main challenges in current PEO-relating programming is weak monitoring and evaluation. This, particularly, refers to indicators and measures of success as well as qualitative vs quantitative data collection along with their use and analysis.

When quantitative measurements could not be used, the NGOs implementing PEO-related programmes in Bangladesh, Sri Lanka and Nepal used case studies to illustrate behavioural change.

For instance, a beneficiary of PEO who decides against overseas employment may not be captured in a quantitative data review that looks at correlations of PEO participation and successful overseas employment. While the person's decision does represent a vital data point — one that could indicate evidence of a well-informed decision — it may not reflect clearly in the review.

IDENTIFYING SUCCESS AND DATA REQUIREMENTS

In designing a monitoring and evaluation framework that is relevant to the national context, programme owners must identify and map out tenants necessary for a successful PEO. This exercise must be all-inclusive, detailed with input and consultations from different stakeholders.

It is also recommended that there is a sharing of knowledge, experiences and best practices from relevant governmental departments across COOs. Once these factors are determined, it is important to understand what data is required during the different stages of PEO and across the different components outlined in this Management System.

DESIGNING A SYSTEM OF DATA COLLECTION

Considerations need to be made on the varied methods of data collection, possible responsible organizations and entities along with an assessment of their respective mandates and capacities. This is vital, as it has been found that trainers involved in PEO-related interventions have reported feeling overburdened due to the need to collect too much data. Further, data often remains unanalysed as there is too much to process, thereby defeating the very purpose of data collection. This represents a significant opportunity cost in terms of understanding PEO.

Against this backdrop, programme owners are encouraged to either reduce the involvement of trainers in this process or provide them with a clear and user-friendly system that makes data collection both time and effort efficient. Keeping in mind the diverse nature of PEO, data collection can be best done by trained and designated local government officials, local social mobilizers and/or NGOs and CBOs.

At the local and community level, these stakeholders are most likely to possess not only a deeper understanding of the community but also have regular access to prospective TCWs and their families. To create such an ecosystem, a strong and clear communication and information mechanism between local, regional and national levels of government is crucial in ensuring that data collected is then adequately centralized.

Another key resource includes government owned central statistics offices and other entities involved in managing relevant regional and national databases on unsafe migration pathways and the number of people engaged in the process. Data is not only crucial for the purposes of monitoring but also vital for curating PEO content accordingly. Programme owners may consider the collection of pertinent COD information relating to work and life abroad.

This data can be derived from the relevant departments responsible for foreign employment, government entities where labour demands are registered for verification as well as labour attaches from COO embassies.

With this data in hand, it is important to use the aforementioned communication mechanism between the different tiers in government to ensure this information reaches PEO trainers and local stakeholders. The trainers will then be better equipped in supporting beneficiaries with updated and accurate information.

A robust monitoring framework is a key investment for effective PEO governance that would continuously inform and improve PEO administration. Some guiding questions include:

- What specific components of PEO need to be monitored for subsequent evaluation?
- What datasets are required for this purpose?
- How can quantitative and qualitative considerations be safeguarded?
- What methods are available for data collection?
- Which of the stakeholders are best placed to collect data and play a role in monitoring?
- How regularly should data be collected and centralized?
- What mechanisms can be put in place to ensure open communication between involved entities?
- What tools can be deployed to ensure PEO trainers receive periodic and timely updates and feedback?
- What resources are available to evaluate raw datasets to extract findings?
- How can the results of the evaluation be meaningfully used to inform and improve PEO?

CONSIDERATIONS FOR DESIGNING A MONITORING FRAMEWORK

To provide further guidance, this Management System elaborates on key components pertinent to designing a strong monitoring and evaluation framework.

These include:

- a. PEO Sessions and Modules
- b. PEO Trainers
- c. Evaluation Indicators and Considerations
- d. Importance of Qualitative Insights

At the heart of an effective PEO monitoring and evaluation framework is having a clear and targeted evaluation of the value and impact of PEO modules.

a. PEO SESSIONS AND MODULES

At the heart of an effective PEO monitoring and evaluation framework is having a clear and targeted evaluation of the value and impact of PEO modules. Programme owners are encouraged to reflect on how to tailor this component that best suits national priorities and contexts.

Additionally, this Management System strongly advocates investing in monitoring and evaluating basic quantitative data along with qualitative data. After all, it is through evaluating both types of datasets that one would acquire an understanding of the changes in behavioural patterns.

Across different regions, basic information of PEO sessions need to be consistently and uniformly collected. It must include but not limited to the following indicators and questions:

- Profile of those who attend PEO (gender, age, place of origin, educational and professional background)
- Motivations for attending PEO
- Initial intentions towards foreign employment
- How they heard of PEO
- Did interest levels change towards foreign employment as a result of PEO
- How did their interest levels towards foreign employment change (before, during and after PEO)

While the monitoring and evaluation of many existing PEO-related programmes are limited to this basic information, the Management System strongly recommends collecting further feedback from beneficiaries at key junctions over a long period of time. Stakeholders in the CODs can play an important role in collecting this information. For example, conducting evaluations on knowledge retention in the CODs of those who ultimately migrated would be very helpful.

Additionally, a survey among employers of the TCWs would be useful in further understanding how satisfied they are with the level of knowledge and preparedness their employees have. This information will then provide necessary feedback towards the design of the PEO.

MONITORING AND EVALUATING THE IMPACT OF PEO

As programme owners are encouraged to tailor the monitoring and evaluation design to suit respective local, regional and national contexts and considerations, below are a number of different components that could also be considered:

Pre and Post-PEO Assessments

- Before the start of PEO sessions, beneficiaries should be given a short survey or assessment to gauge knowledge levels.
- Immediately after PEO, a short assessment should be completed enabling a comparative analysis of knowledge gained as a result of PEO.
- It is important to put measures in place to collect feedback from beneficiaries who opt not to complete PEO in its entirety.



Following Up on Decisions

- This component aims to collect data on the ultimate decisions made and therefore needs to take place in the short and/or medium term after PEO.
- To gain insights on those who opt for foreign employment, feedback can be collected at the beginning of PDO. Programme owners are invited to also explore other points in the COO's migration process that could be convenient for collecting information.
- A random or representational sample design can be considered for collecting data to understand the decisions of those who chose not to migrate. Local stakeholders can lead this process — ensuring a diverse group of beneficiaries are selected to enrich insights gained.

In CODs

- If resources permit, it can be considered to collect feedback from beneficiaries who completed PEO, decided to pursue employment overseas and are currently working in CODs. This would be an invaluable source of information, enabling the evaluation of longer-term impacts of PEO through behavioural changes and retention of relevant PEO information.
- This practice has been observed in Bangladesh, Nepal and Thailand where data from select TCWs in CODs is collected through immediate family members as well as through telephone surveys with targeted beneficiaries.

Collecting insights from those who attended PEO and are currently working overseas would assist in understanding long-term knowledge retention and behavioural patterns.

b. PEO TRAINERS

Trainers and facilitators are the faces of PEO and play a crucial role in its success. As a result, their capacities, professional conduct and ultimate results, need to be regularly monitored and evaluated so as to ensure a consistently high standard of quality at all times.

A useful starting point would be to map out the desired traits, behaviour and conduct of a successful PEO trainer. This would pave the way towards understanding how and what to evaluate.

Below are some key characteristics and aspects that are required.

- Possesses appropriate first-hand experience and vocational training for teaching
- Has exposure to employment and life in CODs
- Knowledgeable about foreign employment and its related processes
- Demonstrates a teaching style appropriate to the target group of beneficiaries
- Conducts himself/herself professionally -- and with respect
- Uses participatory and interactive methods of delivering information
- Understands the comprehension levels of beneficiaries and is able to adapt accordingly
- Able to prompt meaningful reflections and discussions
- Is knowledgeable, relatable and approachable
- Is gender sensitive

Programme owners are encouraged to institutionalize the regular monitoring and evaluation of PEO trainers across their work plans and standard operating procedures. This exercise has also been found to be effective when carried out by officials from the central government. However, resource and time constraints have been reported to be a significant challenges. The allocation of financial resources to help government officials conduct regular evaluations of PEO trainers needs to be considered.

The creation of effective PEO TOT sessions is paramount to the successful implementation of PEO.

An evaluation technique that has proven to be effective is spot checks — where responsible monitoring entities conduct surprise visits to institutions where PEO is being delivered by providers. During such visits, qualitative and quantitative information is collected from beneficiaries. Devising common evaluation indicators for spot checks across local and regional entities would streamline any subsequent evaluation process.

C. EVALUATION INDICATORS AND CONSIDERATIONS

It is important to reiterate that all data collected at the local level needs to be centralized with the relevant central governmental entity. This will enable the identification of regional and category-specific trends. Such an analysis could be vast or specific and will be tailored to respond effectively to the information needs of different stakeholders.

Examples of this information include key motivations of those attending PEO, the average age of those considering foreign employment, the profile of prospective women TCWs as well as educational levels and literacy rates of those attending PEO. This evaluation would then serve to inform and further improve future PEO programming and TOT sessions.

As found in existing PEO-related interventions, there appears to be weak analysis and poor evaluation of data and information sets. To tackle this challenge, the Management System urges the incorporation of guidelines that outline a scientific approach to data analysis. These guidelines should be used by responsible entities at the central government who would then be responsible for the evaluation of PEO.

Additionally, the development of standard and relevant indicators for monitoring and evaluating the impact of PEO, is critical. These indicators would be most efficient when adapted to specific national contexts. As such these indicators would take into account local and regional nuances.

Below is a list of sample indicators that have been designed to support this exercise. It should be noted that this list is not exhaustive.

SAMPLE INDICATORS

PEO Beneficiaries who chose foreign employment

- Numbers of those who chose foreign employment
- Number of those who completed both PEO and PDO
- Number of those who can successfully recall select highlights from PEO
- Number of those who reported accessing resources included in PEO
- Number of those who reported finding PEO useful
- Number of PEO beneficiaries in each relevant COD
- Key socio-economic aspects including age, gender, ethnicity and geographical distribution
- Number of employers in COD who reported satisfaction with the level of knowledge of their employees who have completed PEO

PEO Beneficiaries who did not choose foreign employment

- Numbers of those who did not choose to pursue foreign employment
- Number of those who completed the full PEO programme
- Number of those who reported accessing resources included in PEO

- Number of those who reported finding PEO to be useful
- Current status of beneficiaries (employed/non-employed and so forth)
- Key socio-economic aspects, including age, gender, ethnicity and geographical distribution

PEO trainers should be encouraged to use interactive and participatory teaching methods.

d. IMPORTANCE OF QUALITATIVE INSIGHTS

This Management System strongly encourages the establishment of mechanisms to collect qualitative data. This would allow an elaborate understanding of issues that are otherwise challenging to capture when one resorts to quantitative tools alone. As a result, programme owners can consider conducting periodic qualitative assessments. With the involvement of national experts having the required technical proficiency and skill sets, a number of indepth interviews can be carried out with beneficiaries — inclusive of those who have, and have not opted for foreign employment as well as stakeholders in CODs such as, employers. This pool of information could focus on key motivations, complaints, challenges encountered, support networks and recommendations on improving PEO.

4.5 TRAINING AND ACCREDITATION

TOT-related accreditation systems have been found to be largely well-established amongst the institutional make-up upholding PDO. For PEO, this is not the case.

As a result, this Management System outlines recommendations and considerations for establishing a system that promotes high-quality and standard PEO. This component centres around TOT design, setting up of an accreditation system and in promoting the harmonization of PEO with other orientations tailored towards TCWs.

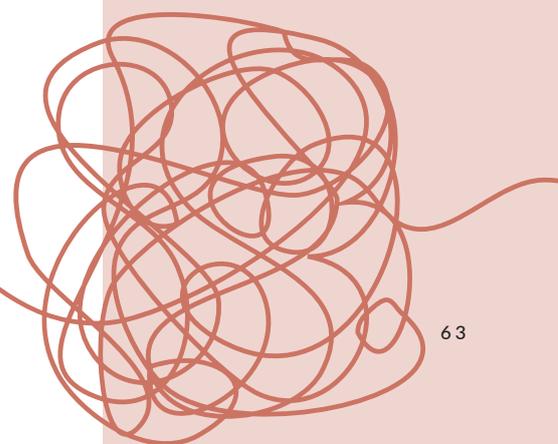
TRAINING OF TRAINERS

The creation of effective PEO TOT sessions is paramount to the successful implementation of PEO. As an initial step, programme owners are invited to review the institutional structure of PDO TOT as well as understand its basic parameters and operations.

As the nature of PEO is diverse and more nuanced, it is essential that modules included in TOT are focused on fine-tuning trainer skills in conducting participatory and interactive tools. This includes facilitating group discussions, role plays as well as leading problem-solving sessions.

Additionally, as PEO must cater effectively to groups of beneficiaries with varying rates of literacy, TOT must provide sufficient time in ensuring PEO trainers are able to tackle this challenge. Trainers would benefit from learning to prepare a vast range of helpful training material and equipment such as, video presentations, storyboards and audio aids.

Due to the complexities of delivering an effective PEO, well-trained facilitators should be employed for training — specially those who are well-grounded in the content and have mastered the use of participatory teaching methods.



Additionally, programme owners are encouraged to involve subject experts and PEO resource persons in coaching PEO trainers. This will equip the trainers with correct information and skill sets to further deepen their understanding on key issues of foreign employment and related migration processes.

Finally, to enhance the harmonization of PEO and PDO in COOs, PDO trainers would benefit from receiving additional training for PEO. This would promote a better understanding of the rationale driving PEO as well as common concerns faced by beneficiaries which would then be addressed in PDO.

a. GUIDELINES FOR THE DEVELOPMENT OF PEO TOTS

- The establishment of a minimum regional standard could be considered, outlining key requirements and criteria for PEO trainers across COOs. This must include requirements on educational and vocational background, as well as previous professional experience, if appropriate.
- It is advised that a relevant governmental entity should be mandated to provide TOT and ensure compliance with regulations dictated by the accreditation system.
- It is highly recommended to equip all PEO trainers with gender-sensitive training along with helping them to understand gender nuances.
- All PEO trainers should have a solid understanding of foreign employment, national migration processes and requirements.
- All PEO trainers should be requested to undergo regular refresher training courses. This Management System recommends that this takes place annually. However, it is advised to take into account available resources in consultation with regional and local stakeholders.
- This system needs to promote an appropriate gender balance of PEO trainers.
- PEO trainers should ideally be recruited from target local levels.
- It is encouraged to recruit and mobilize national experts and resource persons in TOT.

PEO resource persons can be deployed to enrich PEO TOT, including legal experts and returnee TCWs.

b. ACCREDITATION SYSTEM

This Management System proposes establishing an accreditation system for PEO trainers. This would act as a benchmark for training skills and experience as well as ensure a standard of quality in the delivery of PEO.

Accreditation systems would be beneficial to all stakeholders. For programme owners, they act as a mechanism for ensuring high standards and quality of PEO trainers, safeguarding the effectiveness and reputation of PEO programmes. This is a crucial consideration in the initial stages of conducting PEO. For PEO trainers, receiving a form of accreditation can be a great source of pride and an opportunity to boost confidence and inspire motivation.

Additionally, it acts as an investment in furthering professional development. Lastly, an accreditation system would also bring value to PEO beneficiaries and ensure a consistent and high-quality standard in leading orientations.

It is encouraged that this system is flexible in design and is able to accommodate evolving training needs as PEO matures and develops. This Management System highly recommends issuing certificates to PEO

trainers who have successfully completed their training. This should be complemented by mechanisms for upgrading the certificate of trainers. Ideally, it must be based on regional consultations and a common regional standard.

Finally, trainers often feel that they do not have formal platforms where they can discuss challenges they face and regularly update themselves on training content and methods. Refresher courses provide this platform. These courses should be held regularly — most trainers believe at least once a year is desirable. This is a key consideration for programme owners to consider when designing the TOT system.

4.6 POLICY ON PEO

The 'Background Report On Pre-Employment Orientation in the Abu Dhabi Dialogue Countries' observed that PEO policies are largely absent, however stakeholders consulted have underlined the value of providing accurate and comprehensive orientation during the pre-employment stage.

As each member state is home to different infrastructures and institutional characteristics, this Management System puts forth a number of recommendations and considerations that would support the process of establishing a policy dedicated solely to PEO.

In most contexts, a PEO policy would best be included as part of legislation, regulation and development plans centred around foreign employment while remaining aligned to a national migration strategy or policy. However, this may not be the case in all member states. What could be done instead is to incorporate PEO policy in the portfolio linked to the best-suited governmental entity.

The development of a PEO policy would benefit from consultations with different stakeholders as it would ensure that it is all-encompassing and holds relevance across the board. Nevertheless, all PEO policies must specify the basic fundamental structure around PEO. This Management System could provide a reference point in guiding these considerations.

PEO DURATION AND FREQUENCY

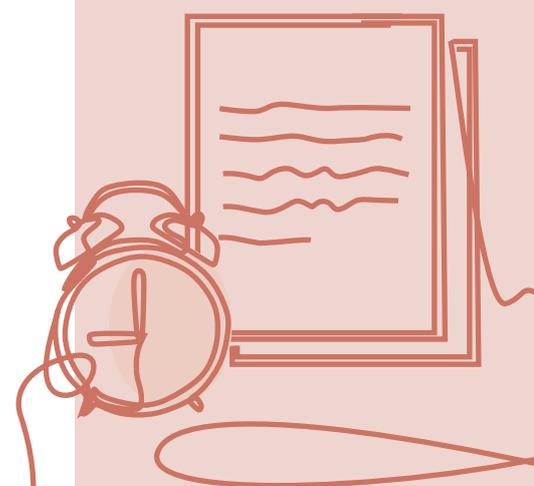
This Regional Guide proposes a set of both compulsory and optional modules for PEO. Ideally, PEO should take place over two days. The first day includes the compulsory modules while the second day focuses on optional modules for those who are seriously contemplating foreign employment and require further information.

As flexibility and adaptation are at the core of this Management System, the duration of PEO can be tailored to better meet the needs and capacities of beneficiaries. This can be further supported by the establishment of a hotline to provide further information to those who have questions.

PEO-providing entities could consider having a set date for the compulsory PEO modules. Depending on the resources available and demand for orientation, PEO can either be a monthly or bimonthly feature.

In collaboration with relevant governmental entities, local organizations involved in PEO delivery should recommend the frequency of delivery depending upon local needs, that is, the number of prospective TCWs and the demand for workers in CODs, among other factors. However, in all cases, the schedule of PEO should be made easily available to the public.

Establishing a hotline could be an efficient way to provide further information to those seeking more information.



“More than often, the problem is not only about them (workers) not knowing the technical skills to operate a machine. They think once they land in the COD they will manage everything... work hard and so on. This is not the right attitude. They have no understanding of what an employer has paid for, what is expected of them already.”

- Key Informant Interview,
Philippines

PEO CERTIFICATES AND VALIDITY

Programme owners should determine the appropriate validity of PEO in relation to beneficiary participation. It is necessary to develop tools to demonstrate which of the beneficiaries have completed PEO and when. This can be achieved by the provision of certificates to beneficiaries who have completed PEO. Such a certificate should bear the person's name along with their respective ID number. This could, then, be linked to the national database on migration such as, the Foreign Employment Information Management System in Nepal.

Preliminary feedback received from a number of stakeholders suggests that the validity of PEO for beneficiaries who attended the sessions should expire after two years — particularly for those who are planning to embark on labour migration for the first time. If the beneficiary has already worked abroad, PEO can be valid for five years. However, it is important to note that this system has not been put in practice and it is recommended that different time periods be piloted based on country-specific nuances.

It would be useful to include the above specifications in any PEO policy.

FUNDING AND FEES

What has been evident from insights relating to PDO clearly indicate that beneficiaries are more likely to opt for orientation if it is free and locally available. Since PEO is an ongoing process and not a one-off classroom-based lesson, it would be less practical to charge fees for PEO. Ideally, PEO would be free with a minimum charge for producing certificates. Programme owners should review what funding modalities are available and which resources can be mobilized.

Compensation should also be allocated for PEO trainers and other stakeholders who have a role in the delivery of PEO. This is important in ensuring the retention of trained and qualified staff.

A PEO policy must outline budgetary considerations based on the above.

INTERNATIONAL AND INTERREGIONAL COOPERATION

Global partnerships and collaborations — particularly between COOs and CODs — are key in promoting safe and orderly labour migration. Programme owners should consider international platforms and tools that are at the disposal of member states in further developing PEO and promoting its harmonization with orientations at different stages of the migration life cycle.

An example of this is the agreement enshrined in the Framework of Regional Collaboration produced by the ADD wherein CODs outline their support in reducing the mismatch of skills. This is done by inviting employers to clearly define employment and skills requirements. Hence, a strengthened system of job and skill-matching would benefit all stakeholders involved.

It is important for member states to consider further investments in the development of soft skills of prospective TCWs. This will lend itself well towards equipping workers with the right tools and the requisite understanding to be able to carry themselves with ease at the workplace.

The development of soft skills should also impart a clear understanding of the needs and expectations of employers as it will ultimately benefit future employers and boost general levels of productivity at the workplace. Therefore, international and interregional avenues of cooperation can be

used to ensure that investments in both technical and soft skills is aligned with the needs of employers in CODs as well as a matter of consideration in COOs.

Additionally, this Management System advocates for the maintenance of open lines of communication and feedback among all stakeholders across COOs and CODs. Relevant information on labour mobility, requirements and expectations shared between COOs and CODs should be fed into PEO and PDO accordingly.

Some considerations to guide these collaborations on PEO management are included below:

- Sharing of lessons from PEO and PDO with entities managing PAO in CODs
- Sharing of best practices and/or relevant material with other COOs, if applicable
- Organizing exchange visits of PEO trainers from different COOs to further develop learning opportunities
- Monitoring and evaluating PEO regularly
- Engaging and mobilizing other stakeholders of PEO regularly
- Sharing of materials between COOs and CODs, particularly in relation to common factors such as, cultural and linguistic considerations

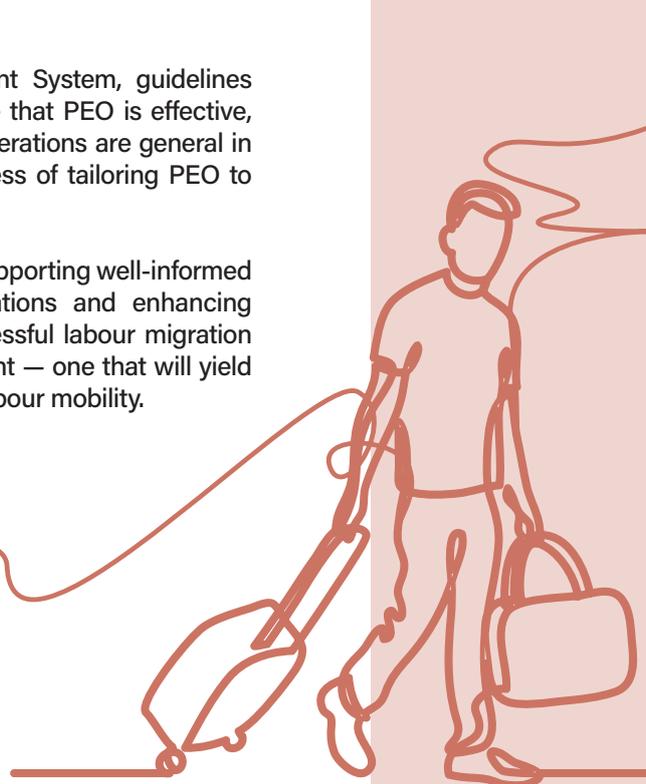
5. CONCLUSION

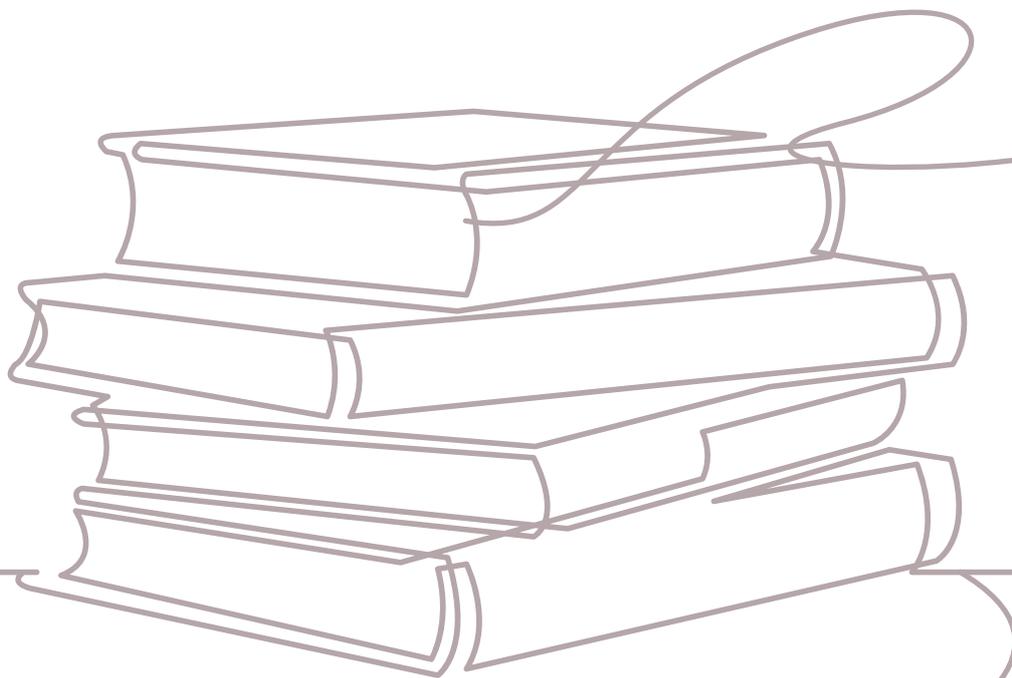
This Regional Guide and Management System is designed as a key tool and resource in further developing PEO across ADD COOs. It has proposed and elaborated on a regional PEO framework for COOs, both in terms of content and delivery. The series of compulsory and optional modules provide guidance and resources, designed to support the development of a strong PEO programme in different contexts

Furthermore, it outlines a standard framework for the effective administration and governance of PEO. This may prove to be particularly useful for those seeking to either establish a local, regional and/or national Management System that would guide the governance of PEO or improve current PEO programming.

Throughout the Regional Guide and Management System, guidelines and measures have been recommended to ensure that PEO is effective, impactful and always of the highest quality. Considerations are general in nature and created to facilitate COOs in the process of tailoring PEO to varying national contexts and nuances.

PEO is a key opportunity for prospective TCWs in supporting well-informed decisions, creating healthy and realistic expectations and enhancing preparedness, thus laying the foundation for successful labour migration and integration. PEO must be seen as an investment — one that will yield positive outcomes for all stakeholders involved in labour mobility.







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