



TRAINING LOCAL AUTHORITIES ON GENDER & MIGRATION



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BACKGROUND

It has often been shown that migration promotes economic independence and status for many women workers by creating new opportunities. Studies also indicate that migrant women workers contribute to the development of both sending and receiving countries — remittances from migrants account for as much as 23 percent of GDP in some countries. According to the World Bank, recorded remittances received by developing countries in 2010 amounted to USD 325 billion, far exceeding the official aid flows. These monetary investments — used for food, housing, education and medical services — along with newly acquired skills of returnees, contribute to poverty reduction and achievement of the Millennium Development Goals.

Migration like any other phenomenon has never been gender neutral. Women and men face different choices, have access to different opportunities and face different challenges due to pervasive gender stereotypes during migration- before departure, during transit, at destination country and upon return. Women are especially vulnerable to gender-based violence, abuse and exploitation at the hands of recruiters and others. Women also work predominantly as domestic workers and care givers and in unregulated informal sectors that do not fall under national labor laws. In many destination countries, domestic work is also often not covered by health insurance schemes and other social protection. Many women migrant workers (and men), upon arrival in destination countries, also have to contend with restrictions on their rights to marry or to have children and suffer discrimination at many other instances of their migration process.

Despite these differentials in women's and men's experiences, migration policies and discourses are often gender-neutral. While discourses on migration and development have been highlighting the issues of women migrant workers, and there have been positive steps in Asia on protection of women migrant workers' rights, there is still some way to go before women migrant workers enjoy all the rights due to them as women, as migrants and as workers.

In partnership with the Ministry of Women's Affairs, the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) have developed a curriculum of training focusing on building the understanding and capacity of government and local authority officials on the issues surrounding migration and gender. The curriculum outlines three main modules that should be focused on in training, these being: (1) Gender & Migration; (2) Law & Policy; and (3) Safe Migration. All training materials have been translated into Khmer and been included in the appendices. This curriculum has been developed in close consultation with a representative group of government officials from the Ministry of Women's Affairs, Ministry of Labor and Vocational Training and Ministry of Interior.

ABBREVIATIONS (TBC)

ACRA	Association of Cambodian Recruitment Agencies
ASEAN	Association of South East Asian Nations
HIV/AIDS	Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome
ILO	International Labour Organization
MoU	Memorandum of Understanding
NGO	Non Government Organisation
PDOM	Pre-Departure Training Manual
PPT	Powerpoint
RA	Recruitment Agency

KEY TERMS

AIDS Acquired Immune Deficiency Syndrome – Accumulation of diseases and infections brought on because of HIV infection.

ARVs: Antiretroviral medication – There is no cure for HIV, but there are medications that can prolong life and delay the development of serious illnesses.

Birth Certificate: A birth certificate is an official document, usually endorsed by the government, which details the time and place of a person's birth, his or her name, their sex, and the names of the mother and (usually) father. This document may be needed to obtain nationality and/or citizenship

Contract substitution happens when a migrant worker arrives in a country, having signed a contract or agreed the terms of their employment, but then are forced to sign a new contract with different terms.

Decent Work: Decent Work is work that respects the fundamental rights of the human person, as well as the rights of workers, in terms of conditions of work safety and wages. It also provides an income allowing worker to support themselves and their families. These fundamental rights also include respect for the physical and mental integrity of the worker in the exercise of his/her employment

Documented/Regular migrant worker: Someone who is authorized to enter, to stay and to engage in a remunerated activity in the State of employment pursuant to the law of that State and to international agreements to which that State is a party.

Employment contract is a document that a worker signs with an employer. This agreement binds the worker and employer regarding the conditions of work, income, and rest periods among others. It is a legal document that sets out the duties and obligations that the worker and employer have to each other.

Empowerment is about people -both women and men- taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

Forced Labor: is work that a person or group of people does involuntarily, usually under threat, without pay and without freedom to leave.

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity).

Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

Gender Analysis is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Gender Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Gender-mainstreaming is a process rather than a goal. Efforts to integrate gender into existing institutions of the mainstream have little value for their own sake. We mainstream gender concerns to achieve gender equality and improve the relevance of development agendas. Such an approach shows that the costs of women's marginalization and gender inequalities are born by all.

HIV positive: (HIV+) HIV is in your body.

HIV negative: (HIV-) HIV is not in your body.

Illegal recruitment may mean any of the following:

- To hire workers for overseas deployment without actual job order or without any need for such job at all;
- To misrepresent a recruitment agency by hiring workers without any license from the government
- To send workers abroad but giving them tourist or visit visas;
- To send workers abroad without an employment contract

Labor Migration Labor migration is the process of recruitment, application, journey and work in another country of which the worker is not a national and final return to his or her country. This work earns the worker a salary. Everyone has the right to migrate.

Mediation: This is a conflict resolution process which uses an unbiased person to become an intermediary between you and the other person.

Medical Certificate: This certificate ensures that you are healthy or have not contacted any contagious diseases prior to your departure or during the pre-departure processes. However, another medical check-up will be done to you and another medical certificate will be issued to you the moment you arrive at the host country.

Migrant Worker refers to a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national. This includes both documented and undocumented migrant workers.

Passport: This is an official document issued by your government permitting you to exit the country and travel to foreign countries. It is also an identification document. A passport confirms the bearer's identity, age, citizenship, right to protection while abroad, and right to reenter his or her native country. Basically, a passport is a little book that proves to the authorities and others who you are, where you are from and how old you are.

Physical abuse. Physical force that may result in injuries or pain to your body.

Psychological abuse. You may be intimidated by threats to be deported, taken to the police, or have your salary withheld if you do not do an extra job or if you do not do your job well. This may make you feel anxious and fearful and prevent you from doing your job.

Recruitment and placement service: A recruitment agency is a business that links employers with jobseekers. It may be private or state run. Employers register vacancies with the recruitment agency and jobseekers register to find work. If the work is located overseas or across borders, the agency may also help with some of the immigration requirements for the jobseekers. Recruitment agencies may be registered legally and regulated, or they may work outside of the law. Some recruitment agencies exploit the difficulties migrants face in finding work in another country in order to charge exorbitant fees and/or breach contracts with the migrants regarding their working conditions.

Sex describes the biological differences between men and women, which are universal and determined at birth.

Sex-Disaggregated Data is data that is collected and presented separately on men and women.

Sexual harassment: Sexual harassment is a criminal offence, and you should not tolerate it. You are likely to need legal advice, so please contact someone to help you. The person committing the harassment can be the employer, members of the family of the employer, or supervisor. This would include:

- Physically touching any part of your body
- Verbal advances, indecent jokes or comments about any part of your body
- Telling indecent sexual stories or showing indecent pictures to you

- Talking to other people about you and your physical appearance or about your sexual preferences
- Making drawings or other visual representations of you
- Unwanted requests for sex, sexual assault, rape

Sexually Transmitted Infection: STIs may increase the risk of contracting HIV. STIs are spread by unprotected sexual contact. There are many different types of STIs caused by bacteria or viruses.

Trafficking in persons is the ‘recruitment, transportation, transfer, or receipt of persons, by means of threat or use of force, of fraud, of deception, of giving or receiving payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.’ It is also sometimes defined as the buying, selling or exchanging of people for profit.

Undocumented/Irregular migrant worker: Someone who, owing to illegal entry or the expiry of his or her visa, lacks legal status in a transit or host country. The term applies to migrants who infringe a country’s admission rules and any other person not authorized to remain in the host country. Undocumented or irregular migration refers to the movement of people across an international border without the administrative documents required by immigration.

Verbal abuse: Verbal abuse includes statements that can demean, debase or put you down. The result would be discouragement or low morale on your part.

Visa: A visa is an endorsement made in a passport or similar document, issued by authorities of a country (usually an embassy or consulate) permitting a non-citizen to enter that country.

Work Permit: A work permit is a legal document issued by a government to non-citizens allowing them to work in the respective country under a set of prescribed conditions.

HOW TO USE THIS MANUAL

The purpose of this manual is to provide guidance and supporting information for the delivery of training on gender and migration to local authorities. The training is designed primarily for government and local authority officials but can also be used to train other participants. The intended outcome of this training is that the participants have an understanding about migration from Cambodia, who is leaving, why they are leaving and what regulations there are in place to protect migrants and regulate recruiters. Another key outcome is to generate an understanding about why it is important to consider gender in general terms and specifically in relation to migration. The training also goes through safe migration messaging and explains the risks and vulnerabilities facing female migrants, especially in relation to trafficking.

The training has been designed to be delivered over two days; it is broken up into three key focuses with the first two to be delivered on day one and the third to be delivered on day two: (1) basic concepts of gender and migration; (2) the law and policy relating to migration; and (3) safe migration.

Under the **first module**, participants will learn key concepts of gender and migration. The module is split into three sub-sections. Under the first, the participants will be introduced to the concept of gender and asked to explore their pre-conceptions of gender in society. Under the second sub-section, the participants will look at migration in terms of gender, specifically what the differences are between men and women's migration experiences. The final part of the module will go through some of the statistics of migration in Cambodia, including the primary destinations and sectors of work.

The **second module** will look at the law and policy as it relates to the regulation of recruitment and protection of migrant workers, providing a basic overview of national, regional and international frameworks.

The **third module** will look at the information and messaging about safe migration that should be passed on to all potential and actual migrant workers. This information is taken from the Ministry of Labour and Vocational Training's new pre-departure training manual, NGO safe migration materials and safe migration messaging campaigns.

A fourth optional module may be added where local recruitment agencies and NGO representatives are available to come in to discuss their experiences in relation to migration. This module is optional as such representatives will not be present in all provinces.

The **Appendices** contain all of the reference material that will be needed throughout the course. Whilst these materials include some pre-prepared powerpoint presentations for use during the training, not all presentations have been prepared. The reason behind this is two-fold, firstly the trainer should have the freedom to decide how to deliver the subject matter, secondly to ensure that the training is fully reflective of the capacity of the trainees, which will change from training to training.

Remember:

All training must be appropriate to those that you are teaching:

Who are they?

What do they know already?

What do they need to know?

Make your training appropriate.

TRAINING TIPS/STRATEGIES

Whilst this curriculum sets out the basic topics that should be covered in the training on gender and migration, and provides copies of all the documents necessary to support the training, it is not prescriptive about the level of detail required to be delivered or the method of training under each module. There are two reasons for this; firstly the level of understanding of those participating in this training will differ from training to training and the level of detail in the modules will have to change; secondly the effectiveness of the training will depend on your style as a trainer or facilitator – if you are more effective presenting information through a traditional style, then you will want to develop training materials that reflect this. These two elements reflect two keys to effective training and learning – that a participant will learn more if the training is suitable to their level of understanding; and you will train more effectively if you are comfortable and confident in the style of your delivery.

How to Prepare for the Training

- Prepare your training beforehand;
- Ensure you have sufficient copies of all PPTs and materials;
- Arrange for a training venue that has enough space, light, electricity and seating for people to see each other and see the visual equipment;
- Ensure that you have break out space and space/arrangements for refreshments;
- Make sure you have all the visual materials needed – paper, pens, flipcharts, tape, markers etc;
- If you can, invite local stakeholders along to deliver a segment of the training;
- If it is feasible – arrange for a field work trip so that your trainees can see the subject of your training in reality;
- Make sure that the community/trainees that you are training, are aware of the purpose of your training;
- Ensure that you are well prepared and rehearsed to ensure that you increase your ability to talk with confidence.

Building a Rapport:

It is important that you build a rapport with the participants before you start your training – they will be more interested and engaged if they understand why you are there and feel comfortable and unthreatened with you. You may start the training with a number of ice breakers:

- *Getting to know you* - Ask the participants to introduce themselves to the group and include one piece of information about themselves that is non work related – start this yourself by way of example;
- *Word tree* - Ask the participants to call out words relating to migration and gender and start to try and group similar words together whilst at the same time exploring the basic knowledge of those in the group by asking them to explain the relevance of their suggestion;

- *Test of Understanding* – Get several pieces of paper and write one of the terms (from the Key Terms section) on each piece. Then scrunch each piece of paper into a ball. Place all the balls (20-30) in a basket. Pick one out at random and throw it into the group. Whoever it hits/catches it has to undo the paper and explain the term written inside.
- *Play a game* – this may just be an opportunity to divide people into teams and start the participants interacting with each other; for example, “*the tray game*” in which a tray of 30 items is brought out and shown to the participants for 30 seconds before being covered up again. The participants in teams then have 1 minute to remember as many items as they can.

Preparing the Group for the Training

- Facilitate name learning;
- Ensure the participants are all aware of who each other are and who they work for;
- Ensure all the participants understand the aims and objectives of the training;
- Properly introduce the key aims of the training;
- Go through the suggested agenda – agree this with the participants and ask if anyone has any objections to the agenda or subject matter;

Deciding on the method of training:

There are a few ways that you can deliver training. If you utilize a mixture of styles over the course of the training you are likely to increase the level of engagement that participants have and you can keep the training more interesting for you. Try to use different delivery styles based on the following concepts:

- *Presentation* - This style is the most traditional and most useful to convey large amounts of information. When presenting you will likely be active whilst your participants will be expected to listen and take notes. This is the method of training which most participants will be used to. This will increase their level of comfort. Be aware, however, that it is very difficult to maintain concentration as a participant in this type of training and you should pay attention to ensuring that there are suitable breaks and Question & Answer sections that will act as methods of renewing the participants’ attention;
- *Activities* – An alternative to presenting information to participants is to try and get them to understand information through incorporating activities into the training. An example of an activity that participants may be asked to undertake would be to design and produce a poster inviting prospective migrants to enquire about labor migration opportunities, or similarly to draw up a safe migration leaflet that includes all of the safe migration messages that you would want women to take with them to ensure their protection abroad.
- *Interactive training* – This method of training heavily relies on discussion and sharing of ideas between the participants and the trainer. In such situations, the participants may be given questions to discuss amongst themselves and then the opportunity to report back to the trainer. *Role Play* is also an interactive method through which you can explore people’s

knowledge and understanding of a subject by re-creating a real life scenario. It can be difficult to control the information that comes out of such training and you will have to be prepared to admit if you are being told new information.

Making yourself understood:

As well as using different styles of training, you will also need to consider using different ways to convey complex ideas. Try some of the following:

- Using diagrams, pictures or illustrations is a good way of communicating difficult ideas – it also will draw a response from those participants who have more of a visual memory;
- Illustrate your point by telling stories – these may be true stories or stories that you have prepared purely for this reason, they may also be in the form of films that you show to the participants;
- Ask participants to repeat a concept back to you or provide an alternate illustration of the point.

Assessing your success:

In the appendices you will find an example assessment sheet that you can amend and give to your participants. This will give you an idea of how successful your participants have found the training and give you the opportunity to change elements of your training style/content as necessary.

Remember:

Whatever method you choose to use, do not lose focus of your primary objective – ensure that the main messages and conclusions are delivered and understood.

Case Study #2 Samneang's Story

Samneang is 21. He works as a manual labourer and earns \$1.5/day. He is introduced by a friend to a broker who says that he can find Samneang employment in a fish processing plant in Thailand where he can earn up to \$250/month. The broker does not have identification and is not wearing a uniform. Samneang does not have a passport but is told by the broker that he does not need one. The broker has asked for \$150 up front from Samneang. He does not been shown a contract and does not know any of the terms of his employment.

Samneang approaches you for advice – what do you say?

Who would you approach to help Samneang get home?

You are explaining Samneang's case to a local NGO – what breaches of law/rights would you describe?

In Thailand, Samneang is told that there is not enough work in the processing plant, he is told his only option is to work on the fishing boat. Samneang works for three months without a break. He has no documents and no money. When the boat docks in a harbour, the men are locked in a cabin below deck. They are fed with very small rations of watery soup and rice. Samneang escapes from the boat. He swims to shore and ends up in Malaysia where he is arrested as an undocumented migrant. He has no money to get out of the detention center and go home.

Case Study #1 Dalish's Story

Dalish is 14. She lives with her Mother, Father and three younger siblings in a small village. Her older sister lives in the same village; she is 22 and married with her own children. The family is approached by a woman known in the village to work for Malabour Recruitment Group Ltd. She is a local recruitment agent who receives \$50 for each girl she recruits. The agent tells Dalish's parents that Dalish will be able to earn around \$2,000 to \$3,000 over the course of two years working as a domestic worker in Malaysia.

You are aware that Dalish is using her sister's identity, what do you do?

Dalish is taken by the agent to the training center in Phnom Penh. In the training center she is taught the skills she will need for domestic service as well as some English. She is provided with very little food and is kept locked in a hangar with 300 other girls. She is not allowed out and her parents do not come to visit; she is told they cannot afford the transport to Phnom Penh. She is not allowed to call them. Dalish wants to leave but is told that her parents will have to pay \$500 to the agent if she does. Dalish knows her parents will not be able to afford this.

Dalish's family comes to you for advice, what do you say?

At 14, Dalish is too young to be recruited by the agent. On the agent's suggestion, however, Dalish's Mother agrees that Dalish should use her sister's birth certificate to register.

Dalish's parents seek your advice on this situation – what do you say?

MODULE 1 – GENDER & MIGRATION

Key Information to Include:

GENDER

- Difference between “Sex” and “Gender”;
- Gender stereotypes;
- Gender and labor;
- Definitions of “Gender Equality” and “Gender Equity”, “Gender Mainstreaming”, “Gender Responsive”,
- Quick facts on gender and: education, employment, political representation, violence;
- Short briefing on violence against women, including economic violence;
- The importance of economic empowerment of women for growth.

PICTURE OF CAMBODIAN MIGRATION

- Latest statistics for labor migration, including remittances – separated by sex if possible;
- Specific breakdown of labor migration to Thailand, Malaysia and Korea;
- Main sectors of work in destination countries;
- Difference between:
 - “Regular” – recruited by a licensed recruiter/broker, undergo training, likely to cost more but there is potential to earn more, travel with all legal identification and permits;
 - “Irregular” migration – recruitment through unofficial/unlicensed brokers/family/friends, usually cheaper than regular migration, no training provided, higher chance of trafficking, likely to earn less than regular migrants.
 - Explain why it is important to discuss migration in these terms.
- Why Cambodian’s migrate: push/pull; costs/benefits
- Information on any new destination countries and emerging issues in labor migration.

GENDER & MIGRATION

- Why men and women migrate (push factors);

MODULE 1 -

GENDER & MIGRATION

This module takes participants through the key concepts of gender and migration, providing basic information on the current picture of Cambodia’s migration and providing a basic understanding of why we consider migration in terms of gender.

SUBJECTS:

1. Gender;
2. Gender & Migration;
3. Picture of Cambodian Migration.

TIMEFRAME:

½ day

MATERIALS NEEDED:

UN Women PPT on Gender (**Appendix A**); UN Women PPT on Gender & Migration (**Appendix A**); Latest statistics on Cambodian migration (**Appendix A**)

Activities and Ice Breakers:

See over page.

Try to start a discussion with the participants about what they know about migration.

- Different types of migration;
- Countries of destination;
- Sectors of work;
- Differences in preparation for migration;
- Differing risks for men and women;
- How men and women spend remittances;
- Why is it important to consider migration in terms of gender?

Activities and Ice Breakers on Gender

Gender vs. Sex

- Divide a flip chart into three columns – in the left hand column write “women”;
- ask the participants to suggest 4 or 5 behaviors/traits in women to go into the column;
- after you have 4 or d examples in “women”, label the right hand column “men”;
- ask the participants to identify any of the traits that have been included in the “women column” that can apply to men;
- label the middle column “sex”;
- illustrate that those things listed under “women” that were not able to be moved over to the “men” column, would be defined as “sex” as they are down to the biological make up of the woman and not the cultural or social construct of her gender.

Examples of sex includes: breast feeding; ability to birth children.

Examples of gender includes: domestic work; showing of emotion; earning less than men.

AGREE, DISAGREE, NOT SURE

- Make three signs: “Agree”, “Disagree”, and “Not Sure”;
- Please the Agree sign on one side of the room, the Disagree sign on the other side and the Not Sure sign in the middle of the room;
- Read out a statement and ask the participants to move over to the sign they associate with the statement – then ask a couple of volunteers to explain why they are there.

Examples of statements include:

“Females are sensitive and need more love than males”;

“Females are better parents than males”;

“Boys should pay when a boy and girl go out on a date”;

“Males should never cry”;

“Men and women are equal”;

“Because men are physically stronger, they should be paid more money for work”.

MODULE 2 – LAW & POLICY

Key Information to Include:

NATIONAL LAW AND POLICY

- Policy on Labor Migration for Cambodia 2010;
- Sub-decree 190 dated 17 August 2011 on the management of the sending of Cambodian workers abroad through Private Recruitment Agencies;
- Prakas attaching to the Sub-decree 190 including standard Job Placement and Employment Contracts;
- National stakeholders – government, non-government, development partners, private sector and civil society.
- Mechanisms at the national and sub-national level, including the National Committee Migration Working Group, Anti-Human Trafficking Police, Commune Police, Commune Committee on Women and Children.

MOUs, BILATERAL AGREEMENTS AND ASEAN

- ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers, 2007;
- New/in development MoU between Cambodia and Malaysia on migrant domestic workers;
- MoU between Cambodia and Thailand on Cooperation in the Employment of Workers, 2003;
- MoU between Cambodia and the Republic of Korea on the sending of Workers to the Republic of Korea under EPS, 2006;
- MoUs with Kuwait and Qatar.

INTERNATIONAL LAW AND CONVENTION

- International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families;
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), General Recommendation 26;
- ILO Convention 189 Concerning Decent Work for Domestic Workers;

MODULE 2 - LAW & POLICY

This module takes participants through the law and policy on migration at the national, regional and international level.

SUBJECTS:

1. National Law and Policy;
2. MoUs, Bilateral agreements and ASEAN;
3. International law and convention.

TIMEFRAME:

½ day

MATERIALS NEEDED:

Sub-decree 190 and prakas ; Policy on Labor Migration ; Penal Code, Law on the Suppression of Human Trafficking and Sexual Exploitation; MoUs and bilateral agreements ; ASEAN declaration (Appendix B); International and ILO conventions (Appendix B).

ACTIVITY IDEAS:

Ask different groups to look at different laws and identify 3 protections offered to migrant women under them – each group can then compare results.

MODULE 3 – SAFE MIGRATION

Key Information to Include:

SAFE RECRUITMENT/TRAINING

- Migrant worker recruits should not be forced, deceived or threatened to migrate – to do so is exploitative and criminal (trafficking);
- Migrant workers should be encouraged to seek information about their migration, employer, recruiter and training centre;
- Recruitment of migrant workers must be legal – recruiters must comply with age limits (in Cambodia or receiving country), organize passports and visas and arrange employment contracts;
- Recruiters must be licensed by the MoLVT (those within ACRA will wear a uniform);
- Migrant worker trainees should be permitted to leave their place of training at any time - freedom of movement;
- Recruiters must only charge reasonable fees that are permitted by law – they must explain all fees to the recruit and obtain agreement for any repayment conditions;
- Recruiters must ensure that recruits agree to the terms of their employment before leaving.

SAFE EMPLOYMENT

- The details of travel (especially air travel) must be explained;
- Pre-departure orientation on the specific culture, language and other new aspects of the receiving country must be delivered;
- Migrant workers should be trained on how to recognize and cope with homesickness;
- Training on work ethic should include information about the importance of complying with contractual commitments;

MODULE 3 -

SAFE MIGRATION

This module takes participants through the basics of the Pre-Departure Orientation Manual and provides participants with a good idea of the safe migration messaging that should be given to all prospective or actual migrants.

SUBJECTS:

1. Safe Recruitment/ Training;
2. Safe Employment;
3. Safe Return
4. What Local Authorities Should Know

TIMEFRAME:

1 day

MATERIALS NEEDED:

Pre-Departure Orientation Manual (**Appendix C**); LSCW Safe Migration Booklet (**Appendix C**); MTV Exit Safe Migration Tips; My Name is Serey (Film); Referral Directory: Services for Returned Migrants and Survivors of Trafficking (**Appendix C**); posters; hotline information,

SUGGESTED ACTIVITIES:

Use the Activity in this chapter to discuss messages for safe migration; Using the Case Studies, role play with the participants the various scenarios they may face.

- Migrant workers should be trained on the importance of personal hygiene as well as potential health risks, in particular sexually transmitted infections and HIV/AIDS;
- Different forms of abuse should be explained to the migrant worker – in particular that abuse can come in the form of: labor rights abuse, economic abuse, physical abuse and sexual abuse;
- Migrant workers should be trained on how to deal with abuses – including ensuring that they have the information of their recruiters and embassies on them at all times. What preparations can migrants make for safe remittance of money before they leave their country?
- How can money be kept safe – bank accounts?
- What are the challenges to remitting money - family expectations?

SAFE RETURN

- When does migration end?
- Challenges to returning home?
- Services available for returnee migrants.

WHAT LOCAL AUTHORITIES SHOULD KNOW

- How to promote safe migration in their community;
- What to do if an unlicensed/illegal broker/recruiter is working in their community;
- How to find out whether a broker/recruiter is licensed;
- What advice should you give to someone who is planning to migrate;
- What can you do if someone is reported missing in the receiving country;
- What should you do if a migrant returns home having been exploited or trafficked;
- What are the different emergency contact numbers for: Cambodia; Thailand; Malaysia and Korea;

ACTIVITY – SAFE MIGRATION

Risks & Messages

- Divide the group into two teams. One group is given “Pre-departure”; the second group is given “Post-departure”;
- Give each group a flip chart and ask them to divide it into three columns: “Risk”, “Message”, and “Response”;
- Ask the participants to identify between 4 and 5 risks or vulnerabilities that migrant workers face during the “pre” and “post” departure stages.
- For each risk identified, ask that the participants state the safe migration message that responds to the risk. For example, on pre-departure risk may be “underage recruitment” and the safe migration message would be “migrant workers must be at least 18 years of age”. Similarly, a post-departure risk might be, “migrant workers have their passport taken away” to which the responding safe migration message would be, “migrant workers have the right to hold on to their passports at all time”;
- Once each team has completed this task, ask a representative from each to stand up and present their findings to the rest of the group;
- Once the teams have finished presenting their findings, introduce them to the third column “Response”;
- In the third column, ask the participants to set out what information local authorities need to know in order to combat the risk and deliver the safe migration message. After this task is completed, ask the teams to present their findings again. An example of a completed task follows:

Pre-departure

Risks	Message	Response
Underage recruitment	All migrants must be 18	Local Authorities must understand that it is important to verify that all recruits leaving their community are 18 or over.
Unregulated illegal brokers	All brokers should be linked to a licensed recruitment agency and/or have ID or a uniform to identify them	Local Authorities need to know how to verify whether a recruitment agent is licensed and what kind of ID is acceptable as proof of license.

MODULE 4 (OPTIONAL) – EXTERNAL TRAINER

MODULE 4 (OPTIONAL) – EXTERNAL TRAINER

This optional module gives you the opportunity to invite a local recruitment agent, NGO representative or ex-migrant worker to come in and provide a presentation on their experiences in relation to gender and migration.

TIMEFRAME:

½ day

MATERIALS NEEDED:

As provided for by external trainer.

This module relies on the involvement of local representatives of Recruitment Agencies, NGOs or Migrant Worker Networks who would be available to come in and share information and experiences regarding labor migration. This module is optional on the basis that such representatives may not be available in the district in which you are delivering your training. In the event that there is someone suitable and available to come in, this is a good opportunity for participants to ask questions about the reality of migration for labour.

APPENDICES

The Appendices listed below will be available in one of two formats – most Appendices will be filed as a soft copy on the disc attached to this Curriculum book. All other items listed in the Appendices will be provided in hard copy.

Module 1	Disc or Hard Copy
UN Women PPT on Gender;	Disc
UN Women PPT on Gender & Migration;	Disc
Latest statistics on Cambodian migration.	Disc
Module 2	Disc or Hard Copy
Policy on Labor Migration for Cambodia dated June 2010;	Hard copy
Sub-decree 190 dated 17 August 2011 on the management of the sending of Cambodian workers abroad through Private Recruitment Agencies:	Disc
Prakas attaching to the Sub-decree 190;	Disc
Standard Job Placement and Employment Contracts;	Disc
ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers, 2007;	Disc
New/in development MoU between Cambodia and Malaysia on migrant domestic workers;	Disc
MoU between Cambodia and Thailand on Cooperation in the Employment of Workers, 2003;	Disc
MoU between Cambodia and the Republic of Korea on the sending of Workers to the Republic of Korea under EPS, 2006;	Disc
International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families (CMW);	Hard copy
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), General Recommendation 26;	Hard copy
ILO Convention 189 Concerning Decent Work for Domestic Workers; ILO Convention 97 Concerning Migration for Employment and Convention 143 Concerning Migrant Workers (Supplementary Provisions).	Disc

Module 3	Disc or Hard Copy
Ministry of Labour and Vocational Training Pre-Departure Orientation Manual;	Hard copy
LSCW Safe Migration Booklet;	Hard copy
Referral Directory: Services for Returned Migrants and Survivors of Trafficking;	Hard copy
MTV Exit "Choose Safe Migration" http://vimeo.com/35611713	Disc
Posters and safe migration materials	Hard copy