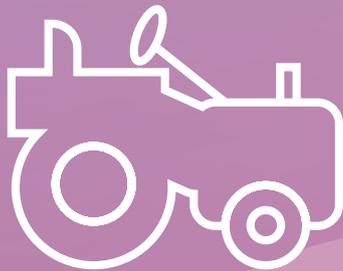
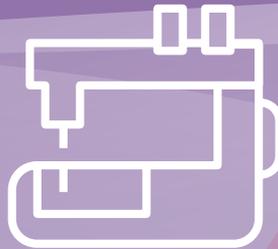
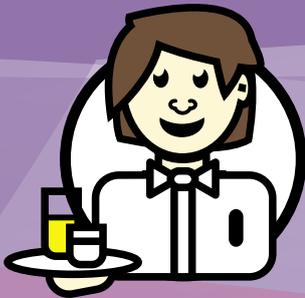
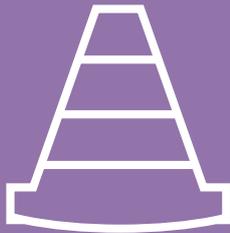


Labour Migration



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History of the Curriculum: The present publication represents a series of additional resources that can be used as complementary to the other Aflatoun International materials. This resource has been built based on a consultation with partners.

All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

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Consultant: Karina Avakyan and Sarah Ebady

Editing and Proofreading: Tania Cruz Cordero,
Gabriela Gutiérrez Gómez and Theresa Salzer

Layout & Illustrations: Lisbeth van Lintel

Special Thanks to the members of the advisory group:

Charles (NECY), Fanjarahivola Rakotomaharo (APIMF), Gertrudes Noronha (Wona Sanana), Ghada Rifai (Mobaderoon), Ibrahima Ba (EDEN-Oceanium), Lasalette Gumban (NATCCO Philippines), Liliana Rotaru (Children, Communities and Families Moldova), Ljiljana Vasic (Pomoc Deci), Marcela Gonzalez (Paniamor), Mariana Zarate (Vision Solidaria/Viva Peru), Nazan Mustafa (SOS Children's Villages Kosovo), Olaf Erz (Save the Children Ethiopia), Patricia Betancourt (ChildFund Honduras), Roger Kaffo Fokou (SNAES), Subrat Nayak (MeJol), Zamaradi I. Said (Room to Read)

Additional Support and Input: Iwanna Swart, Simon Bailey,
Michelle Tjeenk Willink, Theresa Salzer

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Migration Resource

Welcome!

This supplement responds to the overwhelming demand to provide trainers and learners alike with material that educates adolescents and young people on the realities of labour migration in a comprehensive, interactive and flexible format. The aim of this supplement is to inform and prepare participants to undertake this life-changing journey responsibly, should they seek to do so. The ultimate goal is to positively influence their abilities to decide for themselves if migration is the right decision for them, and how to plan accordingly. This programme also illustrates the importance of effective financial management in the context of labour migration and how to ensure migrant workers in destination countries are receiving their worker rights. It is also important to note that this supplement is not meant to encourage nor deter migration, but rather to shed light on this complicated issue and bring forward the intricacies related to the process.

Facilitating the Supplement

Labour migrants can be assets to both destination countries as well as their countries of origin. By contributing to the labour market in destination countries, migrants are able to participate in the local economy, promoting growth and development. Origin countries can also be positively affected, if remittance sent back home is used responsibly and invested into the formal economy. One way to protect migrant workers and ensure migration is done responsibly, is to educate them on living and working abroad. This supplement works as a pre-departure educational manual that demonstrates the cross-functional role migrants play, and details the complex process and challenges that labour migrants face regarding legalities, decent work and employment rights.

It is crucial when facilitating this supplement, that you recognize the diversity of opinions and backgrounds, and foster a sense of openness and civility within the classroom. Migration can be a sensitive topic, and you may have participants in your group that have migrated, or whose parents have migrated, and are therefore living on their own. It is important to be mindful of your participants' circumstances when delivering this material. It may be that in-country labour migration (such as rural to urban) is also very relevant for your participants. In that case, you could highlight these two types more in the introductory session and continue to use in-country labour migration as an example in most of the following sessions.

What is Your Role as Facilitator?

A facilitator is different from a teacher. Traditionally, a teacher talks and participants listen. For you, the opposite will be more normal; i.e. the participants will be talking and engaging, and you will be listening. Traditionally, a teacher gives participants answers. Your job is more about asking questions. A teacher wants participants to memorise. You want to help them think. In a classroom, the teacher is the centre of attention. The only time the participants talk is to answer a question the teacher has put forward. In a workshop, the participants are the centre of attention and it is they who do most of the talking. The facilitator's job is to listen and help guide their thinking by asking questions. A classroom is often a silent place. A workshop is often a noisy place. In a classroom, a teacher stresses that there is only one correct answer to a problem. In a workshop,

the facilitator helps participants realise that there can be many different ways of looking at an issue. In a classroom, participants only talk to the teacher. In a workshop, they constantly talk and listen to one another.

While a teacher focuses on delivering content to an audience, a facilitator focuses on helping the group teach itself. A facilitator helps bring out and make clear what a group already knows. A facilitator is rather like a guide, helping the group to focus on the task so as to arrive at a shared learning. A facilitator focuses on processes in the group as much as on content. Content is the 'what' of the session. Process is the 'how'.

Processes are patterns of communication or of decision-making within the group. Who talks how much to whom? Who is typically silent? Who do you maybe need to encourage to participate more? These are important points for you to notice and focus on. Sometimes the facilitator just notices these patterns of interaction and uses them to do things differently. For example, if the facilitator notices that some people are always talking while others are usually silent, one method would be to invite the silent members to share their views. The other option available to the facilitator is to make an observation about a process in the group – perhaps saying something like 'only a few people seem to be talking; the rest are silent'. When a facilitator makes a process observation like this, they are holding up a mirror for them to see themselves in. Hopefully this will help the group to work more efficiently.

Keep it Local!

- Use simple language as much as possible, this includes using local languages when required.
- Encourage participants to answer questions and summarise their points during the sessions, using their own dialect and terms.
- Use real-life examples and local case studies to help make your points.

Create a Good Environment

- Make sure the training environment is one of mutual respect, trust and enjoyment.
- Learn the participant's names as soon as possible! It will be easier to command both individual and group attention in the classroom.
- Be patient! Repeat any information if the participants do not understand, and be prepared to change your training approaches if what you are doing is not working.

Session Structure

The one-hour sessions will consist of you taking the participants through a variety of tasks that generally involve them in discussions or activities. There is no place in this programme for lecturing. Sessions will involve interactive learning methods and will require the participants to engage in an inclusive manner. At the end of each session, participants will reflect on the key messages of that day's learnings and prepare for the week ahead, building up on the topics of each session.

Session Content

In this supplement, the main focus is on international labour migration. Session one provides a general introduction into the topic of migration, including various concepts and definitions. But the following sessions have more specific topics for labour migrants, specifically international. Be sure to highlight that whenever migration is talked about, it is in the context of labour migration and making the choice to work abroad. Most sessions can be easily adapted however to also discuss in-country labour migration, if that is also relevant for your participants in this programme.

Session 2 | Responsible Labour Migration



COMPETENCIES

- Learning to know - Adaptability
- Learning to do - Critical Thinking, Analytical Thinking, Writing Skills
- Learning to be - Social and Cultural Skills, Legal Awareness
- Learning to live together - Teamwork and Interconnectedness, Global Competence, Intercultural Competence



OVERALL OUTCOME

Participants learn why someone might seek labour migration, how to do so responsibly including the legalities around it and the legal rights migrants are entitled to.



SESSION OBJECTIVE

By the end of the session, participants will be able to:

1. Explain what labour migration is.
2. Identify legal rights that migrants are entitled to as well as their responsibilities in the process of migrating. Understand what is needed in order to migrate to a new country legally.



MATERIALS

- Flipchart and markers
- Paper and pens/pencils
- Legal Migration and Illegal Migration signs
- Expert Group cards and quiz



METHODOLOGY

- Start: Vote with Your Feet
- Learn: Expert Groups and Quiz
- Reflect: Letter Writing activity

Formative assessment: open questions, self-report, quiz



DURATION

60 minutes



KEY WORDS

- Migration
- Migrant
- Economic
- Labour
- Legal
- Visa
- Deportation



INFORMATION FOR THE FACILITATOR

Legal labour migration depends on the laws of both the diaspora country and the host country. The information provided in this session contains a broader overview of legalities concerning migration that are applicable to most circumstances. However, this information can be contextualized as needed to fit the reality of your local circumstance.



START: MIGRATING RESPONSIBLY

LEGAL ISSUES INVOLVING MIGRATION: VOTE WITH YOUR FEET (15 minutes)

1. Hang up two signs around the room; one with the word legal written on it, and one with the word illegal.
2. Explain that you will read out a series of statements, and if participants think that the statement refers to something that is legal, they should run and line up behind that sign. If they think that it refers to something illegal, they should run and line up behind that sign. Remind them to focus on their own ideas and to run to a sign based on what they think, not what their peers think.
3. Read out the following statements. After each one, ask some participants to explain their reasoning:
 - **Shahram took a midnight train from Rasht to Moscow. Upon arrival, he did not register with the Russian authorities or obtain a work permit. He started a construction job with some fake documents a family friend gave him. [illegal]**
 - **Abena was told that she can make a lot of money to support her family by working abroad. She leaves Ethiopia soon after without any paperwork, in a truck with other migrant workers. She arrives in Saudi Arabia and is sent to live with a rich family and has her passport taken away. [illegal]**
 - **Suleiman is planning to relocate to Ghana for work. He has already discovered a few opportunities while still in Nigeria. He has prepared his Nigerian passport, travel documents and vaccination documents, as well as saved some money to live comfortably for a bit until he can find work. [legal]**
4. Afterwards, explain how these statements are related to legal and illegal ways to migrate to a new country for work. However, there are also legal issues that relate to how the host country treats a migrant worker.
5. Read out the statements below, and have the participants repeat the activity, this time deciding if the way that *the migrant is being treated* is legal or illegal:
 - **Officers stop you at a check point demanding a bribe or they will deport you [illegal]**
 - **Your host family is keeping your passport from you [illegal]**

- **Your employer does not give you your salary [illegal]**
 - **Being deported because you overstayed your visa [legal]**
 - **Being mistreated/exploited by your employer [illegal]**
 - **Having to pay taxes [legal]**
 - **Having access to medical attention/medical care [legal]**
6. Once you are done with the game, explain that migrants have the right to be treated well and fairly in their new host country, but they also have the responsibility to migrate legally, follow regulations and abide by the laws of the receiving country.
 7. Optional: Depending on the most common circumstances of your group, you may want to take the discussion one step further by asking them in pairs to brainstorm what, if anything, they could do should one of the above illegal actions happen to them (pretending they have migrated). The point of this extra discussion is to reinforce the reality of the difficulties they could face. Although it may be illegal to have a bribe demanded from you, they may have limited options besides to simply pay it. Further depleting their savings.



LEARN: FINDING OUT MORE ABOUT MIGRATION

EXPERT GROUPS AND QUIZ ON MIGRATION (30 minutes)

1. Tell the participants that for this exercise they will be working in teams of five. Each team will be responsible for their own learning and at the end of the exercise there will be a short quiz. For a team to do well in the quiz, each member must be both a good teacher and a good student.
2. Put the participants quickly in teams of three counting them off 1 – 2 – 3 – 4 – 5. Give each team a name, such as 'Red Team', 'Blue Team', 'Green Team', 'Yellow Team', 'Orange Team' etc.
3. Give each team a set of the five cards and ask each member to take one card.
4. The next thing you do is break up the teams. Ask all those participants with Card 1 to sit together, all those with Card 2 to sit together, those with Card 3 to sit together and the same for those with Card 4 and those with Card 5.
5. Tell them they have five minutes to become experts on the piece of information they have on their card. They should read it, ask each other questions if they need to, discuss it, memorise it and help each other master the information.
6. After five minutes bring them back into their original teams. Explain that each person will now take turns to be the teacher. The participant with Card 1 goes first. They tell the other four participants in their team all about their card. They listen, ask questions and make notes. When he or she is finished, it's the turn of the next participant to be the teacher. They tell the other four participants about the information on his/her card. They listen, ask questions and make notes. When they've finished, it's the turn of the third participant to be teacher. Then the fourth and finally the fifth.
7. Once all five members in each team have played the role of the teacher, take the cards away from them. Make sure they all have pens and paper, and give them the following test. They can help each other and they are allowed to use the notes they kept.
8. Read out the quiz questions, giving the teams about 30secs to agree on their answer for each question and to write it down.
9. When you have finished, have the groups hand their answers to another group to mark as you read out the correct answers.

QUIZ QUESTIONS AND ANSWERS:

Accept all answers that explain the information correctly, no matter how they are worded.

Questions	Answers
1. What were the six reasons we looked at for people migrating?	<p><i>Award one point for each of the following pieces of information;</i></p> <ul style="list-style-type: none">i. For economic reasonsii. To further their educationiii. They are looking for better opportunities.iv. For reasons to do with gender or culturev. To escape violence, abuse of conflictvi. Natural disasters and emergencies <p>Maximum points available: 6.</p>
2. If you want to migrate legally by applying for a visa, what are some of the things an embassy might ask you for?	<p><i>Award one point for each of the following pieces of information;</i></p> <ul style="list-style-type: none">i. Proof that you have a job to go to.ii. Proof that you have a place or a course to go to.iii. Proof that you have enough money to support yourself till you get paid.iv. A valid passportv. A return plane, train or other travel ticket <p>Maximum points available: 5.</p>
3. Name two forms of illegal migration that are considered international crimes	<p><i>Award one point for each of the following pieces of information;</i></p> <ul style="list-style-type: none">i. People smugglingii. Trafficking <p>Maximum points available: 2.</p>
4. What is a remittance?	<p><i>Award one point for answers that succeed in explaining the following;</i></p> <p>A remittance is money sent home by someone who has migrated.</p> <p>Maximum points available: 1.</p>

Questions	Answers
<p>5. How can remittances help children left behind by parents who have migrated?</p>	<p><i>Award one point for each of the following pieces of information;</i></p> <p>Remittances sent home by parents can pay for;</p> <ul style="list-style-type: none"> i. food ii. schooling iii. health care iv. provide better housing. <p>Maximum points available: 4.</p>
<p>6. Why might some richer countries need migrants and why might this also benefit poorer countries?</p>	<p><i>Award one point for each of the following pieces of information;</i></p> <ul style="list-style-type: none"> i. Their populations are aging. ii. Having smaller families means they have less young people. iii. They need young people to fill jobs. iv. They need young people to help take care of the elderly people. v. Many poorer countries have large numbers of young people who cannot find jobs at home. <p>Maximum points available: 5.</p>
<p>7. What often prevents illegal migrants from complaining when they are abused, exploited or ill-treated?</p>	<p><i>Award one point for answers that succeed in explaining the following;</i></p> <p>They fear they will be sent home if they complain.</p> <p>Maximum points available: 1.</p>
<p>8. What is one way in which migration can have a harmful effect on the home community and what is this sometimes called?</p>	<p><i>Award one point for each of the following pieces of information;</i></p> <ul style="list-style-type: none"> i. Often the most intelligent and talented people leave to migrate. ii. Such people could help a community to develop if they stayed. iii. This is sometimes called 'the brain drain'. <p>Maximum points available: 3.</p>
	<p>Total available points: 27</p>



REFLECT: GIVING ADVICE

WRITE A LETTER (15 minutes)

1. Distribute paper and pens/ pencils to the participants.
2. Explain that you want them to write a letter to a "friend" that wants to migrate (it can be an actual friend, a made-up friend, or someone they know from their community/family).
3. In this exercise, they should advise their friend on how to migrate responsibly, mentioning any legal precautions to take before moving and what to do upon arrival in the new host country, as well as the legal rights they are entitled to once they have moved. They may also want to recall what they discussed in the previous session about successful and unsuccessful migration stories in order to provide some advice for their friend.
4. Remind them that before migrating, one should always check the visa requirements and legalities. It will be important for them to note this in their letter.
5. If time, allow them to share their letter with one partner so that there is an exchange of ideas. If they've written this for a real person, encourage them to give it to that person.

EXPERT GROUPS CARDS

Card 1 – Reasons why people migrate

There are many reasons why people choose to migrate. Here are six of the most common;

1. They do it for economic reasons. Perhaps there is no work for them in their home village, so they choose to move to a town or big city, or even to another country to find work.
2. To further their education. They travel away from home to take advantage of attractive courses.
3. They may be seeking better opportunities. A person may have a job but not be happy with it. Or they feel that they have little chance of developing, or of gaining promotion, or of making the most of their talents. They feel they will have more jobs to choose from and better chances if they go and live elsewhere. In reality though, this might not be the case.
4. They might move for reasons of gender or culture. Women who find themselves repressed at home, for example, might want to move to a country where women have greater freedom. Or girls may be fleeing from early marriage or sexual abuse.
5. A common reason for migration is to escape violence, abuse or conflict.
6. Emergencies and natural disasters often force people to go and live somewhere else, this may include floods, storms, earthquakes or droughts.

Can you think of any others?

Card 2 – Legal migration

Migration can lead to many benefits. The easiest way to benefit from migration is to make sure you do it legally. Many countries welcome migrants, or at least make it possible for people to go and work there for a certain period of time. Applying to migrate legally to a country can take time. You will probably need to get a work or study visa from the embassy of the country you want to work or study in. The embassy staff will probably ask for proof that an employer has promised you a job, or that a university or college has guaranteed you a place on a course. They may also wish to see proof – such as a bank statement – that you have enough money to support yourself in their country until you get paid. You will need a valid passport and they may also want to see a return plane or train or other travel ticket.

Once you have entered the country make sure you follow the local laws and regulations to avoid becoming an illegal immigrant. Over-staying the period of validity of your visa, not registering for a residence permit or working with expired or fake documents can harm your stay in the host country.

Card 3 – Illegal migration

It is not always easy to migrate legally. Applying for permission to migrate can take a long time and can be difficult. And you might not be successful. For this reason, some people choose to migrate illegally. This form of irregular migration takes place when a person enters and stays in a country without the necessary documents and/or authorizations of the sending and the host country. Two common forms of illegal migration are people smuggling and trafficking (both recognised as international crimes). The first one takes place when you pay organized criminals to smuggle you into another country. Once there, you start to look for work as an illegal immigrant. This is illegal, expensive and dangerous. The second one happens when someone transports you to another country so that they can exploit you by making you do work that is illegal and usually dangerous. The person who traffics you gets the money you earn. If you are caught, you are likely to face jail or deportation.

Card 4 – Opportunities/advantages of migration

Migration can lead to many benefits. The easiest way to benefit from migration is to make sure you do it legally.

For many people, one of the best things about migrating and finding work is the ability to send money home to friends or family. Some countries rely heavily on migrants who send back such money. This money is called 'a remittance'. Sometimes, children who are left behind may benefit from having migrant parents. Remittances sent home by parents can pay for food and schooling, buy health care or provide better housing.

Some countries need migrants. In many richer countries, for example, the numbers of elderly people are growing but there are fewer young people, because of the trend for smaller families. The richer countries need young people to come from other countries to take up jobs. They may also need migrants to come and help look after the elderly. In many poorer countries people still have large families, so they have lots of younger people who have no jobs at home. Encouraging them to move to richer countries would seem to benefit everyone. However, there are some people in the host countries who fail to recognize this. They dislike migrants because they fear they will take their jobs.

Card 5 – Risks and challenges posed by migration

The biggest risks face those people who have migrated illegally. Because they have entered a country illegally, they feel they have nobody to turn to if they are mistreated. They are frightened of being sent home. Employers know this and often use it against any illegal migrants they employ. They might cheat them out of their pay, or make them work too many hours. Such employees might find themselves at risk of sexual harassment, discrimination and unsafe working conditions.

Sometimes, children who are left behind may suffer from having migrant parents. They miss their parents and suffer depression. The people in charge of looking after them while their parents are away might not take good care of them.

The whole community can suffer when migrants leave. Often the best and the brightest choose to migrate. These are people who could help the community develop if they stayed at home. Sometimes this is called 'the brain drain'.

Another problem many migrants face when they move abroad is racism. There will always be people who are frightened of strangers. Even when a country needs migrants, many people there may dislike them or mistrust them. They might feel there will be no jobs left for them or their children if too many migrants come. Or they may feel that migrants will change the culture of the country.