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► Trainer's Guide: On Life Skill, Financial Education, and Entrepreneurship for Potential Migrants and Migrants

▶ **Trainer's Guide:
On Life Skill, Financial Education,
and Entrepreneurship for
Potential Migrants and Migrants**

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Trainer's Guide: On Life Skill, Financial Education, and Entrepreneurship for Potential Migrants and Migrants

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Foreword

Labour migration is increasingly featuring on the global agenda including that of Ethiopia. In the last decade, Ethiopia has simultaneously become a major sending country of migrant domestic workers to the Middle East; and one of the largest refugee-hosting nation in Africa. Given the significant increase of labour migration in Ethiopia, the Government of Ethiopia has taken progressive measures to improve the labour migration governance in the country. These measures commenced with policy level interventions with the revision of the Employment Exchange Services Proclamation 632/2009 and adoption of the Overseas Employment Proclamation 923/2016. The proclamation with a focus on the protection of rights of Ethiopian migrant workers defines the role of private sector and strengthens the role of the Government of Ethiopia in the follow-up and monitoring of overseas employment exchange services. Moreover, it also enumerates obligations of migrant workers prior to their departure where requirements, among others, include the need for migrant workers to be trained and certified for the work they will be employed in destination country and undertake pre-employment and pre-departure orientation.

Further to the vocational skills and pre-departure training it is believed that it is critical for migrants to acquire soft skills such as entrepreneurship, life skills and financial literacy to ensure a positive migration outcome. As most of the emigration from Ethiopia is temporary migration it is important for migrants to start thinking about their return and reintegration from the first day of their migration, hence having the right skill is critical. Therefore, it is imperative to equip Ethiopian migrant workers with entrepreneurship, financial literacy and life skills prior to their departure to help them make their migration experience successful, enable them to plan their return better, improve their lives and bring change in perceptions, attitudes and behaviour. To this end, the ILO in partnership with the Ministry of Labour and Social Affairs developed this *“Training Manual and Guide on life skills, financial education and entrepreneurship training for potential migrants and migrants”* in 2018 and published it in 2021. The manual and guide cover three major modules namely life skills, financial literacy and entrepreneurship, comprising topics such as self-awareness, building self-confidence, migration goal setting, communication, conflict management, managing income and saving. Moreover, the entrepreneurship module focuses on generating your business idea based on the ILO Start and Improve your Business tool. This training manual aims to determine the effect of entrepreneurship education, life skills and financial literacy, on migration.

It is my desire that this training manual will help migrant workers' better prepare for a positive migration outcome. I am confident that this training will help migrant workers' to have a vision, manage their resources better, invest wisely, build self-confidence, respect ones work, be responsible, protect themselves and take care of their family while achieving their own dreams.

I would like to acknowledge the Government of Ethiopia's effort to effectively govern labour migration in Ethiopia and enhance competitiveness of Ethiopian migrant workers in the destination countries labour market by sending migrant workers' equipped with necessary knowledge and skills. Finally, I would like to express my appreciation to the United Kingdom's Department for International Development for funding the project *"Improved labour migration governance to protect migrant workers and combat irregular migration in Ethiopia"* under which this training manual and guide was developed.

Alexio Musindo



Director

ILO Country Office for Ethiopia, Djibouti,
Somalia, Sudan and South Sudan & Special
Representative to the AU and the UNECA

Introduction

The *Trainers' guide on life skills, financial education and entrepreneurship training* was developed to assist trainers, facilitators and moderators in conducting the life skills, financial education and entrepreneurship training for Ethiopian migrants and potential migrants going to the Middle East. This trainer's guide details the content and methodology for, conducting the training course. Learning outcomes, time limits, materials and steps for conducting the various sessions are specified. Key points to be highlighted in the different topics are also indicated, and specific instructions to the facilitator are provided.

The trainers' guide is to be used in conjunction with the *Training manual on life skills, financial education and entrepreneurship training for potential migrants and migrants* (hereinafter "the manual") which is the text that the trainers will be using in facilitating the training. Note that special text features are provided in the manual to facilitate training delivery and interaction:

- ▶ Regular font = instructions for the trainer (not to be read to the participants)
- ▶ *Italics font* = specific information, instructions or messages for the trainers to explain in their own words to participants
- ▶ Arrow (→) = symbol that provides specific open questions to ask participants
- ▶ Box = special technical or summary information to share with participants
- ▶ Box with blue shaded borders = exercises
- ▶ Box with gray shaded borders = tips for the trainers or recommended flip chart text for use with the participants
- ▶ (Parenthesis) = additional instructions or information
- ▶ Sequential numbers before texts (1, 2, 3 ...) = Instructional sequence

Objectives of the training programme

Overall objective:

- To provide Ethiopian migrants going to Arab countries with essential knowledge and skills that will help them make their migration experience successful, plan their return, and improve their lives by bringing positive change in perceptions, attitudes and behaviours.

Specific objectives:

- Each module has been designed to meet specific objectives.

► **Module 1: Life skills**

To provide the participants with some empowering skills that help them cope with the new life and its challenges and changes in their countries of destination and help them to engage in positive behaviours and avoid negative or destructive behaviours.

► **Module 2: Financial education**

To ensure that migration will contribute to the development of the training participants, their families, and the country. Knowing how to set financial goals, control spending, why and how to save, remit money wisely, and prepare for returning home will increase the productive use of their resources.

► **Module 3: Entrepreneurship**

To introduce participants to the concept of entrepreneurship and to help them think about starting their own businesses when they return home after working in Arab countries.

Content

Each module consists of various sessions. The training course is organized as follows:

► **Module 1: Life skills**

- session 1.1: Self-awareness: Me and my assets
- Session 1.2: Building self-confidence
- Session 1.3: Goal setting
- Session 1.4: Communication skills
- Session 1.5: Being sensitive to cultural differences
- Session 1.6: Conflict management
- Session 1.7: Information that potential migrants need to have

► **Module 2: Financial education**

- session 2.1: Managing your money wisely
- Session 2.2: Savings: You can do it!

► **Module 3: Entrepreneurship**

- Session 3.1: Generate Your Business Idea (GYB)

Methodology

Each module consists of various sessions. Each session has been designed to meet specific learning outcomes. For each session, the aim, time allocation, materials needed and steps to conduct the session and instructions to guide the trainers are provided. When needed

for specific activities, special instructions, notes and important materials are also illustrated. The aims of each session and topics covered should be introduced at the start of the module.

The methodology used in this training is for participants with an intermediate level of education, i.e. for individuals who have finished at least eight years of schooling. The trainers' guide is designed in a manner that facilitates active learning, which is centred on the learner, not the trainer, and encourages participation. It recognizes that the participants are not passive recipients of information: their own experiences and ideas are recognized as a valuable resource. Therefore, building on what the participants already know is essential. The methodology promotes a two-way exchange between the trainer and the learners. Practical outcomes are sought through group work and other activities. Accordingly, the training methodology will make use of brainstorming, exercises, case studies, group sharing and plenary discussions. Lecturing by the trainer is limited to 10-20 minutes per topic and will be used mostly during the introduction and synthesis of an activity.

Tips for each session

1. Welcome, introduction and objectives – always briefly explain the objectives for each session to the participants. Make clear at the beginning what the expected learning outcomes are. This will enable the participants to know exactly what to expect.
2. Actual training – follow instructions in this trainers' guide and the training manual.
3. Conclusions – always finish a session with key messages: what participants must know and remember, and start every session with a brief summary of the previous session. Make sure to come back to the learning outcomes at the end of the session to check if the objectives are met.

The training is designed to be conducted with Ethiopian migrants and potential migrants going to Arab countries. Hence, the course is targeted at low-skilled and semi-skilled migrant workers. It is designed to last about 33 hours (or five full days).

Opening session and introduction of the training course

▶ Lesson plan of opening session	
Summary of opening session	1 hour in total
Session: Learning environment: Expectation and commitment	1 hour
<i>Welcoming participants to the training programme</i>	<i>5 minutes</i>
<i>Programme orientation exercise</i>	<i>30 minutes</i>
<i>Discussion on programme orientation exercise</i>	<i>10 minutes</i>
<i>Programme overview - discussion on training objectives, content and methodology</i>	<i>15 minutes</i>

Learning environment: Expectation and commitment

What you will do?

- You will learn what participants and trainers expect from each other.
- You will establish the condition and tone for mutual benefits.
- You will clarify the expectations and process of meeting the expectations.
- You will help build commitment to make the training useful for everyone.

Instructional sequence

1. Welcome people to the training programme. Distribute notebooks and pens/pencils.
2. Group exercise: Programme orientation

Programme orientation exercise

Time: 30 minutes

Form into four groups. Each group may have ___ or ___ trainees.

In your groups, discuss the three topics given below.

You should spend about 10 minutes on each topic.

Prepare your presentation on the flip chart paper given to you.

Topic 1

What do we have “in common” in our group?

Make a list of as many items as you can, e.g. likes, dislikes, goals, education, family background, achievements, etc.

Topic 2

How will this training be useful to us?

List as many of the benefits as you can think of.

Topic 3

How should we behave in this training programme to maximize its usefulness?

Be prepared to report back on your discussion.

A different person can report back on each of the items above.

3. Discussion on programme orientation exercise. Clearly articulate expectations and ground rules.
4. Overview: After getting participants' expectations, provide an overview of the training programme. Make sure that it is clear from the beginning what the training is about. Start with an overview of the programme. This way, the participants know what to expect. Therefore, explain the training objectives, content and methodology as indicated above.

Module 1: Life skills

The World Health Organization (WHO) defines life skills as, “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”.

There is often a mismatch between what Ethiopian migrant workers going to the Middle East already have (in terms of knowledge, skills and attitude) and the demands placed on them in the world of work and the new environment in their countries of destination. This module of the training therefore attempts to provide the participants with empowering skills that can help them cope with the new life and its challenges and changes. The topics to be discussed in this module are expected to assist participants in developing abilities for adaptive and positive behaviour that can enable them to deal effectively with the demands and challenges of everyday life. This in turn is important to prepare the participants for maximizing opportunities by setting clear goals for their migration, managing their money wisely and planning to begin their own businesses when they return home after working in Arab countries. The next two modules, i.e. Module 2: Financial education and Module 3: Entrepreneurship, will build on the life skills the trainees are going to learn in this module.

► Lesson plan of module 1: life skills

Summary of Module 1: LIFE SKILLS	18 hours 25 mins in total
Session 1.1: Self-awareness: Me and my assets	3 hrs 25 min
Topic 1: “My name is ...” exercise	35 minutes
<i>Opening discussion - welcoming people to this first session</i>	<i>5 minutes</i>
<i>“My name is ...” exercise</i>	<i>25 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>
Topic 2: Self-awareness	35 minutes
<i>Exercise 1.1a: Story of the talkative tortoise and its duck friends</i>	<i>10 minutes</i>
<i>Discussion on Poster 1.1: Half-full/half-empty glass</i>	<i>10 minutes</i>
<i>Discussion on what assets mean</i>	<i>10 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>

Summary of Module 1: LIFE SKILLS		18 hours 25 mins in total
Topic 3: Successes and helping factors		40 minutes
<i>Exercise 1.1b: It was a big success (recall accomplishments)</i>		10 minutes
<i>Discussion on "Successes"</i>		5 minutes
<i>Discussion on what helped participants to be successful</i>		10 minutes
<i>Exercise and discussion on Handout 1.1: Becoming resilient</i>		10 minutes
<i>Conclusion discussion</i>		5 minutes
Topic 4: Yes, I have assets		35 minutes
<i>Opening discussion on use of assets and Handout 1.1: Becoming resilient</i>		10 minutes
<i>Exercise: Participants (in pairs) share two to three assets they have</i>		5 minutes
<i>Exercise: Participants share 2-3 assets they would like to develop and why</i>		5 minutes
<i>Discussion on assets participants have and want to develop</i>		15 minutes
Topic 5: Mapping assets		60 minutes
<i>Opening discussion about assets and their categories</i>		5 minutes
<i>Discussion on human, social, physical, natural and financial assets</i>		15 minutes
<i>Exercise 1.1c: Mapping assets, and group presentation</i>		30 minutes
<i>Conclusion discussion</i>		10 minutes
Session 1.2: Building self-confidence		1 hr 55 min
Topic 1: Self-confidence: Doomed to failure ... or not!		50 minutes
<i>Opening discussion on self-confidence</i>		10 minutes
<i>Describe what is meant by self-confidence</i>		5 minutes
<i>Role play: Tsega and Almaz discuss a migration plan</i>		10 minutes
<i>Discussion on the role play</i>		10 minutes
<i>Discussion on beliefs Almaz might tell herself as a result of things Tsega said</i>		10 minutes
<i>Conclusion discussion</i>		5 minutes
Topic 2: Self-confidence: Put-down, turn around		35 minutes
<i>Opening discussion on changing negative "put-downs" and thoughts into "build-ups"</i>		5 minutes
<i>Discussion and exercise on Handout 1.2: Put-down, turn around</i>		25 minutes
<i>Conclusion discussion</i>		5 minutes
Topic 3: Build-up statements 3-2-1		30 minutes
<i>In pairs, participants identify three positive comments or build-up statements</i>		10 minutes
<i>In pairs, participants identify two situations where build-up statements will be helpful</i>		10 minutes
<i>Participants identify one person with whom they will share what they learned today</i>		5 minutes

Summary of Module 1: LIFE SKILLS		18 hours 25 mins in total
Conclusion discussion		5 minutes
Session 1.3: Goal setting and migration goals		2 hrs 55 min
Topic 1: Introduction to goal setting and its importance		25 minutes
Opening discussion on goal setting		10 minutes
Discussion on importance of goal setting		10 minutes
Conclusion discussion		5 minutes
Topic 2: Setting migration goals		40 minutes
Exercise 1.3a: Muhe decided to migrate again		15 minutes
Participants think about their own migration goals		10 minutes
Discussion on participants' own migration goals		10 minutes
Conclusion discussion		5 minutes
Topic 3: Identify challenges and solutions to achieve goals		30 minutes
Opening discussion on challenges migrants may face and solutions		10 minutes
Discussion on why some migrant workers migrate more than once		10 minutes
Conclusion discussion		10 minutes
Topic 4: Planning for returning home and reintegration		80 minutes
Opening discussion on challenges Ethiopian migrants may face upon return		10 minutes
Discussion on challenges Ethiopian migrant workers face upon return		15 minutes
Discussion on what the migrants may do to tackle challenges and reintegrate		10 minutes
Discussion/presentation on reintegration planning		15 minutes
Exercise 1.3b: Coming home – my vision (participants plan their reintegration)		25 minutes
Conclusion discussion, including useful tips		5 minutes
Session 1.4: Communication skills		2 hrs
Topic 1: Definition of communication and its importance		40 minutes
Opening discussion on definition of communication and its importance		15 minutes
Exercise 1.4a: Whispering game and discussion on good communication skills		15 minutes
Explain that body language has meaning in Arab culture		5 minutes
Conclusion discussion		5 minutes
Topic 2: Barriers to communication		40 minutes
Opening discussion on barriers to communication		5 minutes
Exercise 1.4b: Aster doesn't speak English or Arabic		15 minutes
Discussion on language problems of Ethiopian migrant workers		10 minutes
Conclusion discussion		10 minutes

Summary of Module 1: LIFE SKILLS		18 hours 25 mins in total
Topic 3: How to improve your communication skills		40 minutes
<i>Opening discussion on good communication</i>		<i>10 minutes</i>
<i>Discussion on the difference between "hearing" and "listening"</i>		<i>10 minutes</i>
<i>Discussion on active listening skills</i>		<i>10 minutes</i>
<i>Conclusion discussion</i>		<i>10 minutes</i>
Session 1.5: Being sensitive to cultural differences		2 hrs 5 min
Topic 1: What is culture?		30 minutes
<i>Opening discussion on culture</i>		<i>10 minutes</i>
<i>Explain culture</i>		<i>10 minutes</i>
<i>Ask if participants agree with some statements about culture</i>		<i>10 minutes</i>
Topic 2: Facts about the culture in the Middle East		65 minutes
<i>Opening discussion on cultural differences with Arab countries</i>		<i>10 minutes</i>
<i>Exercise 1.5a: Mulu has started worrying about the food in Kuwait</i>		<i>15 minutes</i>
<i>Exercise 1.5b: Shashe knows little about Arab culture</i>		<i>15 minutes</i>
<i>Discussion on important facts about Arab culture and advice for trainees</i>		<i>20 minutes</i>
<i>Conclusion discussion</i>		<i>5 minutes</i>
Topic 3: The story of Alem		30 minutes
<i>Exercise 1.5c: Alem is spiritual</i>		<i>15 minutes</i>
<i>Discussion on Alem's story and cultural responsiveness</i>		<i>10 minutes</i>
<i>Conclusion discussion</i>		<i>5 minutes</i>
Session 1.6: Conflict management		2 hrs 10 min
Topic 1: Conflict handling		70 minutes
<i>Opening discussion on conflict</i>		<i>5 minutes</i>
<i>Exercise 1.6a: Your recent experience of a conflict situation</i>		<i>15 minutes</i>
<i>Discussion on causes of conflict</i>		<i>10 minutes</i>
<i>Discussion on participants' responses to conflict</i>		<i>10 minutes</i>
<i>Discussion on how response to conflict is influenced</i>		<i>5 minutes</i>
<i>Discussion on healthy and unhealthy ways of handling conflict</i>		<i>10 minutes</i>
<i>Discussion on tips for managing and resolving conflict</i>		<i>15 minutes</i>
Topic 2: Conflict resolution, stress, and emotions		60 minutes
<i>Opening discussion on emotions migrant workers may feel</i>		<i>5 minutes</i>
<i>Discussion on potentially stressful or emotional situation for migrant workers</i>		<i>10 minutes</i>
<i>Discussion on how stress and emotions interfere with conflict resolution</i>		<i>15 minutes</i>

Summary of Module 1: LIFE SKILLS	18 hours 25 mins in total
<i>Discussion on how participants relieve stress and control emotion</i>	<i>15 minutes</i>
<i>Discussion on importance of recognizing and managing emotions</i>	<i>10 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>
Session 1.7: Information that potential migrants need to have	4 hrs
Topic 1: Merima's preparations to fly to Kuwait	60 minutes
<i>Opening discussion on the session</i>	<i>5 minutes</i>
<i>Exercise 1.7a: Participants read Merima's story and discuss the questions</i>	<i>30 minutes</i>
<i>Group presentation and discussion on the exercise</i>	<i>25 minutes</i>
Topic 2: Knowing the airlines and customs procedures	90 minutes
<i>Brainstorming on preparations migrant workers should make before departure</i>	<i>5 minutes</i>
<i>Discussion on the preparations that migrant workers need to make</i>	<i>20 minutes</i>
<i>Discussion on information migrant workers should get with regard to their travel</i>	<i>40 minutes</i>
<i>Discussion on immigration and customs procedures at destination</i>	<i>20 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>
Topic 3: Establishing a good working relationship with employers	90 minutes
<i>Opening discussion about importance of a good working relationship with employers</i>	<i>5 minutes</i>
<i>Discussion on knowing what is expected from workers(duties)</i>	<i>15 minutes</i>
<i>Discussion on what participants should know about their employment</i>	<i>30 minutes</i>
<i>Discussion on what participants need to know about their duties and responsibilities</i>	<i>30 minutes</i>
<i>Conclusion discussion</i>	<i>10 minutes</i>

Session 1.1

Self-awareness: Me and my assets

Introduction

The purpose of this session is to enable participants to be self-aware and identify their strengths and capabilities. Identifying and valuing personal strengths and abilities are elements of a positive identity and assets in personal development. People who describe or display their personal assets are more likely to engage in positive behaviours and avoid negative as well as destructive behaviours.

Learning outcomes

At the end of the session, participants will have:

- ▶ Identified their own strengths and acknowledged their uniqueness.
- ▶ After recalling a personal success and making a self-assessment, participants will list at least four personal strengths, or internal assets, and at least two assets they would like to further develop.



Time: 205 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Exercise 1.1a: Story of the talkative tortoise
- Exercise 1.1b: It was a big success
- Exercise 1.1c: Asset mapping
- Poster 1.1: Half-full/half-empty glass
- Handout 1.1: Becoming resilient

Training aids

- Open area large enough for the movement of all participants
- Whiteboard, flip chart, markers, notebook, pen/pencil
- Ball or other soft, safe object suitable for tossing
- Exercise 1.1a: Story of the talkative tortoise (enough copies to have one for each small group)
- Poster 1.1: Half-full/half-empty glass
- Handout 1.1: Becoming resilient (enough copies for all participants)
- Coloured cards (2 different colour cards per participant)

Procedure and tools

First, participants will introduce themselves to one another by sharing something unique to them. This will be followed by a self-awareness exercise using a case study. Participants will also recall a personal accomplishment and identify the assets it reveals. Finally, they will undertake the "Becoming resilient" exercise.

The session comprises the following topics:

- ▶ Topic 1: "My name is ..." exercise
- ▶ Topic 2: Self-awareness
- ▶ Topic 3: Successes and helping factors
- ▶ Topic 4: Yes, I have assets
- ▶ Topic 5: Mapping assets

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. "My name is ..." exercise	Ball or other soft, safe object suitable for tossing Open area large enough for the movement of all participants	Opening discussion	5 min	Page 3
		"My name is ..." exercise	25 min	
		Conclusion discussion	5 min	
2. Self-awareness	Flip chart, markers Story of a tortoise (enough copies for all groups), Poster 1.1: Half-full/half-empty glass	Exercise 1.1a: Story of the talkative tortoise	10 min	Pages 4-5, Page 5
		Discussion on Poster 1.1 Half-full/empty glass	10 min	
		Discussion on what assets mean	10 min	
		Conclusion discussion	5 min	
3. Successes and helping factors	Two flip charts (headed "Successes" and "Helping factors"), markers Handout 1.1: Becoming resilient (enough copies for all participants)	Exercise 1.1b: It was a big success	10 min	Pages 6-7, Page 9
		Discussion on "Successes"	5 min	
		Discussion on what helped participants to be successful	10 min	
		Handout 1.1: Becoming resilient	10 min	
		Conclusion discussion	5 min	

Topics	Required materials/aids	Activities	Duration	Ref. in manual
4. Yes, I have assets	Flip chart, markers, Handout 1.1: Becoming resilient (enough copies for all participants) Coloured cards (2 different colour cards per participant)	Opening discussion on use of assets and Handout 1.1: Becoming resilient	10 min	Pages 7-8, Page 9
		In pairs, participants share two to three assets they have	5 min	
		In pairs, participants share 2-3 assets they would like to develop and why	5 min	
		Discussion on assets participants have and want to develop	15 min	
5. Mapping assets	Flip chart, markers	Opening discussion about assets and their categories	5 min	Pages 10-11
		Discussion on human, social, physical, natural and financial assets	15 min	
		Exercise 1.1c: Mapping assets, and group presentation	30 min	
		Conclusion discussion	10 min	

Topic 1: “My Name is ...” exercise

Time: 35 minutes

Materials:

- Ball or other soft, safe object suitable for tossing
- Open area large enough for the movement of all participants

Instructional sequence

1. Welcome people to the training course and this first step.
2. Invite everyone to form a circle in the centre of the learning space.
3. Tell the story of your name (or your nick name) in 30 seconds or less so that participants are encouraged to do the same. Toss the ball to another participant. Make sure each person has a chance to share his/her story.
4. Synthesize. Highlight the main points and check for understanding.



Topic 2: Self-awareness

Time: 35 minutes

Materials:

- Flip chart/white board, markers
- Story of a tortoise and its duck friends (prepare enough copies for all the small groups),
- Poster 1.1: Half-full/half-empty glass

Instructional sequence

1. Put participants in smaller groups and ask them to do Exercise 1.1a. Give the story of “a tortoise and its duck friends” to each group and let one person in each group to read the story to the group and then discuss and answer the questions at the end. The groups share their discussion points in plenary.
2. Show participants Poster 1.1: Half-full/half-empty glass (page 5 of the manual) and ask them what they see.
3. Then associate the water to what one has and does not have.
4. Ask them what **assets** mean to them. Let them think individually on the assets they have. Let some speak out. After getting some responses, describe “asset”.
5. Synthesize. Highlight the main points and check for understanding.



Topic 3: Successes and helping factors

Time: 40 minutes

Materials:

- Two flip charts (headed “Successes” and “Helping factors”), markers
- Handout 1.1: Becoming resilient (prepare enough copies for all participants)

Instructional sequence

1. Begin with Exercise 1.1b: It was a big success. Invite participants to think of something they accomplished or achieved.
If you think it would be helpful, participants could write their thoughts down on paper. You can tell them that they can make this as private as they want and that no one else will read their papers. Also, let them know that they will have the option of sharing their successes and that you actually encourage them to do so.
2. Collect and post (or write) examples on a flip chart with the heading: “Successes”.

If participants are shy to respond, you could ask for a show of hands related to the topic, such as, *"How many of you thought about an achievement at school? How about at home? With a friend, neighbour, or someone in your neighbourhood? In your spiritual community? Where else? What can you tell us about your successes?"*

3. Build upon the discussion by having participants identify what helped them to be successful. Collect and post (or write) examples on another flip chart with the heading: "Helping factors".
4. Distribute Handout 1.1: Becoming resilient (page 9 in the manual). Ask them to circle any assets that helped them with the success they just identified.
Determine the best way to have the list read:
 - a. If you think participants will understand the list, ask them to read it themselves. You might ask them to circle anything they don't understand.
 - b. You might ask for a few volunteers to read parts of the list aloud or you could read the list to the group.
5. Synthesize. Highlight the main points and check for understanding.



Topic 4: Yes, I have assets

Time: 35 minutes

Materials:

- Handout 1.1: Becoming resilient (prepare enough copies for all participants)
- Coloured cards (prepare 2 different colour cards per participant)
- Two flip charts (headed "Assets I have" and "Assets to develop"), markers

Instructional sequence

1. Explain how knowing and using the assets we have can contribute to our success, and encourage participants to think of how they can use the assets while living abroad and on return.
2. Let participants identify assets that they have and others they would like to develop. Distribute Handout 1.1 (page 9 of the manual) to participants and ask them to mark assets they considered as strengths.
3. Ask participants to turn to someone next to them and briefly share two to three assets they have. (If the number of participants is uneven, make one group of three.)
 - After about two minutes, make sure each person in the pair has had a chance to share. If not, give them another minute.
 - Then, ask for volunteers to share a few of their own assets with the large group.

4. Using the same handout, ask participants to mark assets they would like to develop.
5. Ask participants to turn back to their partners and quickly share two to three assets they would like to develop and why.
 - After about two minutes, make sure each person in the pair has had a chance to share. If not, give them another minute.
 - Then, ask volunteers to share a few of these assets with the large group.

An alternative could be to ask participants to write two assets they have on a coloured card and two assets that they would like to develop on another card with a different colour. Then participants could affix their cards to flip charts at the front – one titled “Assets I have” and the other, “Assets to develop”. As the participants are sharing what they wrote with a partner, the facilitator could group the cards and see if there were any commonalities or differences and talk about them with the large group after the pair sharing.

6. Synthesize. Highlight the main points and check for understanding.



Topic 5: Mapping assets

Time: 60 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Remind participants about assets and mention their different categories (that assets can be human, social, physical, natural and financial).
2. Explain about the human, social, physical, natural and financial assets (the diagram in [page 10](#) of the manual).
3. **Exercise 1.1c:** Ask participants to form random groups of 4-5 people and map assets. Give them the instructions indicated in the manual.
4. Let the groups present their asset mappings and lead a plenary discussion on the presentations. Focus on how participants can use the assets during their migration and/or upon return.

Session 1.2

Building self-confidence

Introduction

Improving self-awareness and identifying their own strengths or abilities discussed in the previous session will help participants to build self-confidence. Identifying and valuing self-confidence are elements of a positive identity and assets in personal development. People with a positive identity and self-confidence, and who make positive self-statements are more likely to engage in positive behaviours and avoid negative and destructive behaviours. This session will enable participants to recognize their own strengths and develop self-confidence.

Learning outcomes

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

- ▶ Describe characteristics of self-confidence.
- ▶ Describe examples of language and behaviours that “build up” confidence or “put down” confidence.
- ▶ Articulate how they will apply build-up statements in their own lives.



Time: 115 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Role play: Tsega and Almaz discuss a migration plan
- Handout 1.2: Put-down, turn around

Training aids

- Whiteboard, flip chart, markers, story, notebook, pen/pencil
- Script for role play (two copies); name badges for characters
- Handout 1.2: Put-down, turn around (enough copies for all participants)

Procedure and tools

This session begins with defining what self-confidence and self-esteem mean and a role play will be presented to demonstrate language and behaviours that “build up” confidence or “put down” confidence. Finally, participants will practise how they can apply build-up statements in their own lives.

The session comprises the following topics:

- ▶ Topic 1: Self-confidence: Doomed to failure ... or not!
- ▶ Topic 2: Self-confidence: Put-down, turn around
- ▶ Topic 3: Build-up statements 3-2-1

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Self-confidence: Doomed to failure ... or not!	Flip chart, markers Script for role play: Tsega and Almaz discuss a migration plan (two copies) Name badges for characters	Opening discussion on self-confidence	10 min	Pages 13-14 Page 17
		Describe what is meant by self-confidence	5 min	
		Role play: Tsega and Almaz discuss a migration plan	10 min	
		Discussion on the role play	10 min	
		Discussion on beliefs Almaz might tell herself as a result of things Tsega said	10 min	
		Conclusion discussion	5 min	
2. Self-confidence: Put-down, turn around	Flip chart, markers Handout 1.2: Put-down, turn around (enough copies for all participants)	Opening discussion on changing negative "put-downs" and thoughts into "build-ups"	5 min	Pages 15-16 Page 18
		Discussion and exercise on Handout 1.2: Put-Down, Turn Around	25 min	
		Conclusion discussion	5 min	
3. Build-up statements 3-2-1	Flip chart, markers	In pairs, participants identify three positive comments or buildup statements	10 min	Pages 16-17, Page 18
		In pairs, participants identify two situations where build-up statements will be helpful	10 min	
		Participants identify one person with whom they will share what they learned today	5 min	
		Conclusion discussion	5 min	



Topic 1: Self-confidence: Doomed to failure ... or not!

Time: 50 minutes

Materials:

- ▶ Script for role play: Tsega and Almaz discuss a migration plan (two copies)
- ▶ Name badges for characters (Tsega and Almaz)
- ▶ Blank flip charts, markers

Instructional sequence

1. Introduce the purpose of the topic and then ask what self-confidence is, what self-esteem is and why self-confidence and self-esteem are considered as strengths.
2. Summarize responses about self-confidence and self-esteem.
3. Describe what is meant by self-confidence.
4. Role play: Ask for two volunteers, give them copies of the script, and have them retreat to a more private space to rehearse the role-play a couple times. (**Note:** The Tsega character can be a male or a female. Almaz is typically a female.)
 - While they are practising, ask the remaining participants to share examples of what someone might say that would “put down” another person’s self-confidence.
 - Write these examples on a flip chart.
5. Give the actors a name tag with the name of their character and have them perform the role play.
 - Thank them, give them a round of applause, and remove their name tags.
 - Point out that they were reading a script and playing a role. They are not this way in real life!
 - Lead a discussion with the questions given in the manual.
6. Remind participants of some of the things Tsega said and ask them to imagine the beliefs or messages Almaz might tell herself as a result. (See sample responses in the manual.)
7. Synthesize. Highlight the main points and check for understanding.



Topic 2: Self-confidence: Put-down, turn around

Time: 35 minutes

Materials:

- Handout 1.2: Put-down, turn around (prepare enough copies for all participants)
- Flip chart, markers

Instructional sequence

1. Explain how to change negative “put-downs” and thoughts into “build-ups”.
2. Take some ideas from participants as examples. Distribute Handout 1.2: Put-down, turn around.
 - Explain why it is important to closely examine our negative thought patterns to check out whether or not they are true.
 - Point out the questions on the handout that the participants need to ask themselves.
3. Let the participants form groups of three. Ask them to read the handout and add to it by taking some of the put-down statements that Almaz might have said about herself and turning them around into build-up statements.
4. Ask the groups to share a few examples of the “build-ups” they wrote.
5. Synthesize. Highlight the main points and check for understanding.



Topic 3: Build-up statements 3-2-1

Time: 30 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Hold up **three** fingers and ask participants to share three positive comments or build-up statements with a person nearby.
(After a few minutes, the pair change roles. – the one who listened first now speaks)
2. Hold up **two** fingers and ask participants to share two situations where buildup statements will be helpful with a different person nearby.
(After a few minutes, the pair change roles – the one who listened first now speaks.)
3. Hold up **one** finger and ask participants to share with a third person in the room something about what they learned in today's session (they might need to move around the room to find this new partner).
(After a moment, the pair change roles – the one who listened first now speaks.)
4. Ask participants to move around and walk in different directions so they are passing by a variety of other participants. After about 30 seconds, shout “stop”. Participants find someone next to them that they haven't worked within the past 10 minutes (or at all during this session). Each will tell this person their three build-up statements, the two situations where they might use these statements and the one person with whom they are going to share what they've learned.
(After a moment, the pair change roles – the one who listened first now speaks.)
5. Synthesize. Highlight the main points and check for understanding. Remind participants to practise.

Session 1.3

Goal setting and migration goals

Introduction

In this session the participants will be introduced to the concept and benefits of setting goals and they will be able to set their migration goals and also identify the challenges and solutions to achieve their goals. Setting reintegration goals and planning for their return and reintegration will also be discussed.

Learning outcomes

At the end of this session, the participants will be able to:

- ▶ Describe the benefits of goal setting.
- ▶ Set migration goals and plan how to reach them.
- ▶ Identify challenges and solutions to achieve goals.
- ▶ Visualize their reintegration goals and identify a concrete plan of action for their return and reintegration.

Time: 175 minutes

Training methods

- Brainstorming, presentation, discussion, exercises
- Case study. Exercise 1.3a: Muhe decided to migrate again
- Exercise 1.3b: Coming home – my vision

Training aids

- Flip chart/whiteboard, markers, notebook, pen/pencil
- Exercise 1.3b: Coming home – my vision (enough copies for each participant)

Procedure and tools

The session begins with introducing the concepts of setting goals and the benefits of having goals. Then, the participants will start thinking about their migration goals as well as the possible challenges and solutions to achieve their goals. They will also exercise planning for their return and reintegration.

The session comprises the following topics:

- ▶ Topic 1: Introduction to goal setting and its importance
- ▶ Topic 2: Setting migration goals
- ▶ Topic 3: Identify challenges and solutions to achieve goals
- ▶ Topic 4: Planning for returning home and reintegration

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Introduction to goal setting and its importance	Flip chart, markers	Opening discussion on goal setting	10 min	Page 20
		Discussion on importance of goal setting	10 min	
		Conclusion discussion	5 min	
2. Setting migration goals	Flip chart, markers	Exercise 1.3a: Muhe decided to migrate again	15 min	Pages 21-22
		Participants think about their own migration goals	10 min	
		Discussion on participants' own migration goals	10 min	
		Conclusion discussion	5 min	
3. Identify challenges and solutions to achieve goals	Flip chart, markers	Opening discussion on challenges migrants may face and solutions	10 min	Pages 22-23
		Discussion on why some migrant workers migrate more than once	10 min	
		Conclusion discussion	10 min	
4. Planning for returning home and reintegration	Flip chart, markers Exercise 1.3b: Coming home – my vision (enough copies for all participants)	Opening discussion on challenges migrants may face upon return	10 min	Pages 23-24, Page-25
		Discussion on challenges migrant workers face upon return	15 min	
		Discussion on what the migrants may do to tackle challenges and reintegrate smoothly	10 min	
		Discussion/presentation on return/reintegration planning	15 min	
		Exercise 1.3b: Coming home – my vision (participants plan their return and reintegration)	25 min	
		Conclusion discussion	5 min	



Topic 1: Introduction to goal setting and its importance

Time: 25 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Start the discussion by asking participants how many of them have a dream for the future. *Encourage participants to raise their hands if they have a dream. Invite a few participants to briefly share their dreams in plenary.*
2. Explain that Ethiopians migrate to improve their life, but many of them never see their dreams come true because they do not set clear goals for their migration prior to migrating.
3. Ask in plenary why having a goal is necessary.
4. Synthesize. Highlight the main points and check for understanding.



Topic 2: Setting migration goals

Time: 40 minutes

Materials:

- Flip charts, markers
- Exercise 1.3a: Muhe decided to migrate again

Instructional sequence

1. Start with a story: Ask one participant to read out Muhe's story (see Exercise 1.3a in the manual) in plenary session; get other participants to listen and note down the challenges Muhe faced. A plenary discussion will be held on the questions related to the case study.
2. Ask the participants to take a moment and think about their own migration goals. They will write down the following in their notebook: what their migration goals are, if their migration goals are realistic and their priority goal.
3. After 10 minutes ask for some volunteers to share their migration goals to the whole group and lead a plenary discussion on the migration goals of participants by asking if these goals are achievable in their view, which of these goals can be met within a short period of time, and which goals take a longer time.
4. Synthesize. Highlight the main points and check for understanding.



Topic 3: Identify challenges and solutions to achieve goals

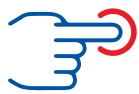
Time: 30 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Start the topic by asking in plenary session about the main challenges migrant workers and their families face to achieve their goals and what should migrant workers and their families do to overcome those challenges.
2. List participants' responses on a flip chart. See examples of challenges and solutions/tips in the manual for reference.
3. Ask and discuss on why some migrant workers migrate more than once.
4. Synthesize. Highlight the main points and check for understanding.



Topic 4: Planning for returning home and reintegration

Time: 80 minutes

Materials:

- Exercise 1.3b: Coming home – my vision (enough copies for each participant)
- Flip charts, markers

Instructional sequence

1. Start by asking participants about the challenges that Ethiopian migrants may face when they return after working in Arab countries.
2. List their answers on a flip chart. And then present the challenges listed in the manual.
3. Ask participants about the measures that potential migrants should take to counter the challenges they may face upon return and to smoothly reintegrate.
4. Write down their answers on a flip chart. And then present the lecture note provided in the manual about migrant reintegration and reintegration planning.
5. Exercise 1.3b: Ask participants to practise doing their reintegration planning individually.
6. Let some participants share their reintegration plan, and lead a plenary discussion.
7. Synthesize: Highlight the main points (helpful tips about planning return and reintegration provided in the manual) and check for understanding.

Session 1.4

Communication skills

Introduction

Being a good communicator and a good listener is very important for Ethiopian migrant workers to effectively communicate and get along with people in a new environment. In this session, participants will define communication and understand its importance. They will also be able to identify barriers to communication and learn ways of improving their communication skills.

Learning outcomes

At the end of this session, participants will have:

- ▶ Defined communication and described its importance.
- ▶ Identified barriers to effective communication.
- ▶ Explained ways of improving their communication skills.



Time: 120 minutes

Training methods

- Brainstorming, presentation, discussion, exercises
- Exercise 1.4a: Whispering game
- Case study. Exercise 1.4b: Aster doesn't speak English or Arabic

Training aids

- Whiteboard, flip chart, markers, story, notebook, pen/pencil

Procedure and tools

This session will enable participants to develop effective communication skills. They will understand what communication is. They will also learn how to convey their views, information or message to another person or group in an effective and efficient manner, as well as what they can do to clearly understand the information or message they receive from others.

The session comprises the following topics:

- ▶ Topic 1: Definition of communication and its importance
- ▶ Topic 2: Barriers to communication
- ▶ Topic 3: How to improve your communication skills

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Definition of communication and its importance	Flip chart, markers	Opening discussion on definition of communication and its importance	15 min	Pages 27-28
		Exercise 1.4a: Whispering game and discussion on good communication skills	15 min	
		Explain body language has meaning in Arab culture	5 min	
		Conclusion discussion	5 min	
2. Barriers to communication	Flip chart, markers	Opening discussion on barriers of communication	5 min	Pages 29-30
		Exercise 1.4b: Aster doesn't speak English or Arabic	15 min	
		Discussion on language problem of Ethiopian migrant workers	10 min	
		Conclusion discussion	10 min	
3. How to improve your communication skills	Flip chart, markers	Opening discussion on good communication	10 min	Pages 30-31
		Discussion on the difference between "hearing" and "listening"	10 min	
		Discussion on active listening	10 min	
		Conclusion discussion	10 min	



Topic 1: Definition of communication and its importance

Time: 40 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Start the session by asking participants how they understand the term "communication" and about the different types or methods of communication.

2. Describe what communication is and the different methods of communication.
3. Exercise 1.4a: Whispering game. Give out instructions for the whispering game (as provided in the manual) and let the participants play the game. (Note: it can also serve as an energizer)
4. Ask participants in plenary why possessing good communication skills is necessary to everyone in their everyday life and about the importance of good communication skills for migrant workers.
5. Summarize the responses and highlight the importance of communication skills for everyone and for migrant workers in particular.
6. Explain that body language has meaning and extra significance in Arab culture.
7. Synthesize. Highlight the main points and check for understanding.



Topic 2: Barriers to communication

Time: 40 minutes

Materials:

- Flip charts, Markers

Instructional sequence

1. Explain that there are many barriers to communication. These barriers can stall or distort communication; therefore, attention must be paid to overcome these barriers.
2. Exercise 1.4b: Aster doesn't speak English or Arabic. Read the story to the participants and ask them the questions.

Note: *Emphasize the lesson from Aster's story – the value of being honest and not pretending. If you didn't understand a message, openly tell the sender that you didn't comprehend.*

3. Inform participants about language problems that Ethiopian migrants face in Arab countries.
4. Ask participants to share some examples of communication barriers. Conclude the discussion by mentioning the possible barriers to effective communication listed in the manual.
5. Synthesize. Highlight the main points and check for understanding.



Topic 3: How to improve your communication skills

Time: 40 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. In a plenary, ask the group to describe “good communication” by thinking about what good communication looks like.
2. Write the responses on a flip chart. Be sure the list includes the responsibilities of being a good communicator and a good listener.
3. Ask participants in plenary to distinguish between “hearing” and “listening”. Summarize the responses.
4. Describe active listening skills and the four steps of active listening.
5. Synthesize. Highlight the main points and check for understanding.

Session 1.5

Being sensitive to cultural differences

Introduction

Being sensitive to cultural differences is essential for the participants to be good communicators and also to be successful in their migration life. Any failure to be sensitive to cultural differences could adversely affect the success of Ethiopian migrants working abroad. It can even lead to conflicts in the country of destination. Therefore, it is important that potential migrants are aware of the cultural differences that they may face in a new country and how to be sensitive to those differences.

Learning outcomes

At the end of this session, participants will be able to:

- ▶ Prepare themselves on what to expect in the new cultural environment.
- ▶ Explore important facts about the culture in the Middle East countries.
- ▶ Explain the importance of respecting cultural differences.



Time: 125 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Case study. Exercise 1.5a: Mulu has started worrying about the food in Kuwait
- Case study. Exercise 1.5b: Shashe knows little about Arab culture
- Case study. Exercise 1.5c: Alem is spiritual

Training aids

- Whiteboard, flip chart, markers, stories, notebook, pen/pencil
- Exercise 1.5c: Alem is spiritual (enough copies for small groups)

Procedure and tools

This session attempts to create an understanding of the important facts about the culture in the Middle East countries where Ethiopian migrants plan to go, and how cultural insensitivity may lead them into problems.

The session comprises the following topics:

- Topic 1: What is culture?
- Topic 2: Facts about the culture in the Middle East
- Topic 3: The story of Alem

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Introduce what culture is	Flip chart, markers	Opening discussion on culture	10 min	Page 33
		Explain what culture is	10 min	
		Ask if participants agree with some statements about culture	10 min	
2. Facts about the culture in the Middle East	Flip chart, markers	Opening discussion on cultural difference with Arab countries	10 min	Pages 34-38
		Exercise 1.5a: Mulu has started worrying about the food in Kuwait	15 min	
		Exercise 1.5b: Shashe knows little about Arab culture	15 min	
		Discussion on important facts about Arab culture and advice for trainees	20 min	
		Conclusion discussion	5 min	
3. The story of Alem	Flip chart, markers Exercise 1.5c: Alem is spiritual (enough copies for small groups)	Exercise 1.5c: Alem is spiritual	15 min	Pages 39-40
		Discussion on Alem's story and cultural responsiveness	10 min	
		Conclusion discussion	5 min	

Topic 1: What is culture?

Time: 30 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. In a plenary brainstorming session, ask participants what culture means to them. Write down the answers on a flip chart/whiteboard. See the tips in the manual.
2. Explain what culture is.
3. Ask the participants if they agree with the statements listed in the manual, and discuss them one by one.
4. Synthesize. Highlight the main points and check for understanding.



Topic 2: Facts about the culture in the Middle East

Time: 65 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Ask participants in plenary how their background may differ from the culture in their potential destination countries in the Middle East

The answers may include differences in the following aspects and many more:

- Religion
 - Manner of conversation (e.g. quite vs. loud, shy vs. extrovert)
 - Meaning of gestures/body language
 - Dressing and public appearance
 - Food and eating manner
2. Remind participants that food is an issue that Ethiopian migrants in Middle East find difficult to get used to. Read Mulu's story (Exercise 1.5a) and ask participants to answer the question.
 3. Exercise 1.5b: Ask one of the participants to read the story of Shashe in plenary session; let other participants listen and note down her actions that are not acceptable in Muslim Arab culture and then answer the questions.
 4. Check if the responses about Shashe's actions that are not acceptable in Muslim Arab culture match with the examples provided in the manual.
 5. Explain important facts about Arab culture. Use the text provided in the manual.
 6. Synthesize. Highlight the main points and check for understanding.



Topic 3: The story of Alem

Time: 30 minutes

Materials:

- Flip chart, markers
- Exercise 1.5c: Alem is spiritual (enough copies for small groups)

Instructional sequence

1. Divide participant into smaller groups of 4–5 people and distribute Alem's story (Exercise 1.5c) to the groups. Ask them to read the story and answer the questions.
2. Let the groups present their report in plenary and summarize.
3. Explain cultural responsiveness.
4. Summarize the session by presenting the text provided in the manual and check for understanding.

Session 1.6

Conflict management

Introduction

Conflict is a normal, and even healthy, part of relationships. Since relationship conflicts are inevitable, and even more so in the context of migrant workers, learning to deal with them in a healthy way is crucial for participants. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills they need for successful conflict resolution, participants can maintain a good relationship with employers, co-workers, family and others.

Learning outcomes

At the end of this session, participants will be able to:

- ▶ Identify causes of conflict.
- ▶ Explore healthy and unhealthy ways of handling conflict, including tips for managing and resolving conflict.
- ▶ Explain how stress and emotions interfere with the ability to resolve conflicts.
- ▶ Describe ways of managing stress and emotions so that they wouldn't affect conflict management.



Time: 130 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Exercise 1.6a: Your recent experience of a conflict situation

Training aids

- Whiteboard, flip chart, markers, story, notebook, pen/pencil

Procedure and tools

This session will enable participants to realize that conflict is inevitable, the right strategy is to handle conflict in a healthy manner but not to be afraid of or avoid it, and how to prevent stress and emotions from influencing our conflict management ability.

The session comprises the following two topics:

- ▶ Topic 1: Conflict handling.
- ▶ Topic 2: Conflict resolution, stress, and emotions

► Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Conflict handling	Flip chart, markers	Opening discussion on conflict	5 min	Pages 42-44
		Exercise 1.6a: Your recent experience of a conflict situation	15 min	
		Discussion on causes of conflict	10 min	
		Discussion on participants' responses to conflict	10 min	
		Discussion on how response to conflict is influenced	5 min	
		Discussion on healthy and unhealthy ways of handling conflict	10 min	
		Discussion on tips for managing and resolving conflict	15 min	
2. Conflict resolution, stress, and emotions	Flip chart, markers	Opening discussion on emotions migrant workers may feel	5 min	Pages 45-46
		Discussion on potentially stressful or emotional situation migrant workers in Middle East might have	10 min	
		Discussion on how stress and emotions interfere with conflict resolution	15 min	
		Discussion on how participants relieve stress and control emotion	15 min	
		Discussion on importance of recognizing and managing emotions	10 min	
		Conclusion discussion	5 min	



Topic 1: Conflict handling

Time: 70 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Start the session by asking participants if there is anyone among them who has never encountered a conflict situation.
2. Explain that conflict is a normal part of any healthy relationship.

3. **Exercise 1.6a: Your recent experience of a conflict situation.** Ask participants to do the exercise individually (allow 10 minutes, i.e. 3-4 minutes for participants to reflect on each question). After 10 minutes, let some volunteers share their recollection with the large group (5 minutes).
4. Ask participants in plenary why conflict arises.
5. After getting some responses, describe the main causes of conflict.
6. Ask participants in plenary how they normally respond to conflict.
7. Explain how our response to conflict is influenced.
8. Ask participants what the healthy and unhealthy ways of handling conflict are. List the responses on flip chart under the headings "healthy response" and "unhealthy response".
9. Describe the healthy and unhealthy ways of handling conflict.
10. Present the tips for managing and resolving conflict (provided in the manual).



Topic 2: Conflict resolution, stress, and emotions

Time: 60 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Start the topic by brainstorming possible emotions migrant workers may feel.
2. Ask participants about a situation that migrant workers in Middle East might have that is potentially stressful or emotional (it could be similar to what they've heard from returnees or other people talking about migrant workers in Arab countries).
3. Describe how stress and emotions interfere with conflict resolution.
4. Ask participants in plenary how they normally try to relieve stress.
5. After receiving reactions, describe ways of quickly relieving stress.
6. Ask participants in plenary how they control their emotions.
7. After getting some responses, describe importance of recognizing and managing emotions.
8. **Summary:** Summarize the session by highlighting that conflict triggers strong emotions. Handling conflicts requires controlling emotions and relieving stress so that they wouldn't limit our ability to manage conflicts in a healthy manner.

Session 1.7

Information that potential migrants need to have

Introduction

A common problem with most migrants is their lack of information, for example, what travel and employment documents they should prepare, what they need to know about the airlines and customs procedures including the international aviation safety rules, in-flight rules, immigration control and customs procedures at destination, and how to establish a good working relationship with employers. This session attempts to provide participants with some relevant information they should be equipped with.

Learning outcomes

At the end of this session, participants will be able to:

- ▶ Identify travel and employment documents they should prepare.
- ▶ Know about the airlines and customs procedures including the international aviation safety rules, in-flight rules, immigration control and customs procedures at destination.
- ▶ Explore what they need to do to establish a good working relationship with employers.



Time: 240 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Case study. Exercise 1.7a: Merima is flying to Kuwait soon (enough copies for the small groups)

Training aids

- Whiteboard, flip chart, markers, story, notebook, pen/pencil
- Exercise 1.7a: Merima is flying to Kuwait soon (enough copies for each group)

Procedure and tools

This session provides participants with relevant information they may need in relation to their travel and employment abroad.

The session comprises the following topics:

- ▶ Topic 1: Merima's preparations to fly to Kuwait
- ▶ Topic 2: Knowing the airlines and customs procedures
- ▶ Topic 3: Establishing a good working relationship with employers

► Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Merima's preparations to fly to Kuwait	Flip chart, markers Exercise 1.7a: Merima is flying to Kuwait soon (enough copies for each group)	Opening discussion on the session	5 min	Pages 48-49
		Exercise 1.7a: participants form random groups of 3-4, read the story and discuss the questions	30 min	
		Group presentation and discussion on the exercise	25 min	
2. Knowing the airlines and customs procedures	Flip chart, markers	Brainstorming on preparations that migrant workers should make before departure	5 min	Pages 50-54
		Discussion on the preparations that migrant workers need to make	20 min	
		Discussion on information migrant workers should get with regard to their travel (about international aviation and customs rules)	40 min	
		Discussion on immigration and customs procedures at destination	20 min	
		Conclusion discussion	5 min	
3. Establishing a good working relationship with employers	Flipchart, markers	Opening discussion about the importance of a good working relationship with employers	5 min	Pages 54-57
		Discussion on knowing what is expected from them (duties)	15 min	
		Discussion on what participants should know about their employment	30 min	
		Discussion on what participants need to know about their duties and responsibilities	30 min	
		Conclusion discussion	10 min	



Topic 1: Merima's preparations to fly to Kuwait

Time: 60 minutes

Materials:

- Flip charts, markers
- Exercise 1.7a: Merima is flying to Kuwait soon (enough copies for each group)

Instructional sequence

1. Introduce the session and ask participants to form a group of 3–4, read the case study, Exercise 1.7a: Merima is flying to Kuwait soon and discuss the questions. Distribute the case study to the groups.
2. After 30 minutes, ask the groups to share their discussion results to the whole group.
Note: it is not necessary to ask each group to answer each of the questions. You can let some of the groups to respond to some of the questions.
3. After getting responses from the groups, check if their findings include the possible answers provided in the manual, and discuss each.



Topic 2: Knowing the airlines and customs procedures

Time: 90 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Start the topic by asking what preparations migrant workers should make before departure.
2. Explain the preparations they need to make.
3. Ask what information migrant workers should get before departure with regard to their travel.
4. Describe what they should know about international aviation and customs rules, including rules on checked baggage and carry-on baggage, security screening and luggage check-in rules, in-flight rules.
5. Ask participants what they need to know about immigration and customs procedures at destination.

6. Describe the information they should know about immigration control and customs procedures at destination.
7. Summarize by checking understanding.



Topic 3: Establishing a good working relationship with employers

Time: 90 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Introduce the topic by highlighting that establishing a good working relationship with employers is crucial for participants to achieve their migration goals.
2. Ask participants what they should do to have good working relationship with employers.
3. Explain that they need to know what is expected from them.
4. Ask participants what they should know about their employment.
5. Explain the matters they need to know about their employment.
6. Ask participants what they know about their duties and responsibilities while employed as migrant workers.
7. Describe their duties and responsibilities.
8. **Summary.** Summarize the session by asking participants if they have any questions and checking their understanding.

Module 2: Financial education

The Financial Education module of the training attempts to build on what the participants have learnt from Module 1: Life Skills. The module will expand on some topics discussed in the previous module such as goal setting by having the participants to set their own financial goals and showing them the importance of savings and the methods that can help them to save, such as managing money and controlling spending as well as remitting money wisely and having a plan for returning home. The topics covered in this module are expected to help potential migrants to be more successful in their effort to improve their life and support the development of their families, and their communities and country by increasing the productive use of their resources.

► Lesson plan of module 2: financial education

Summary of Module 2: FINANCIAL EDUCATION	8 hours 10 mins in total
Session 2.1: Managing your money wisely	4 hrs
Topic 1: Introduction to money management	30 minutes
<i>Opening discussion on managing money</i>	<i>10 minutes</i>
<i>Discussion on beliefs about money</i>	<i>15 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>
Topic 2: Develop financial goals and plan for your migration	90 minutes
<i>Opening discussion on the importance of savings for migrant workers</i>	<i>10 minutes</i>
<i>Discussion on three stages of migration</i>	<i>5 minutes</i>
<i>Exercise 2.1a: Alem has plan and discussion on migration goals of participants</i>	<i>30 minutes</i>
<i>Discussion on Overseas Employment Proclamation 923/16 re responsibility for costs</i>	<i>10 minutes</i>
<i>Exercise 2.1b: Set your migration goals and plan them</i>	<i>30 minutes</i>
<i>Conclusion discussion</i>	<i>5 minutes</i>
Topic 3: Controlling spending	80 minutes
<i>Opening discussion on the difference between “needs” and “wants”</i>	<i>10 minutes</i>
<i>Exercise 2.1c: “Sawda lived a wasteful life in Beirut”</i>	<i>25 minutes</i>
<i>Exercise 2.1d: Aster can’t touch her money</i>	<i>15 minutes</i>
<i>Discussion on spending decisions migrant workers may need to make</i>	<i>10 minutes</i>
<i>Discussion on challenges and influences on spending decisions of migrant workers</i>	<i>10 minutes</i>

Summary of Module 2: FINANCIAL EDUCATION	8 hours 10 mins in total
<i>Discussion on controlling spending</i>	10 minutes
Topic 4: Remitting your money wisely	40 minutes
<i>Opening discussion on why migrants need to involve family in remittance decision</i>	5 minutes
<i>Discussion on how Ethiopian migrants in Middle East remit money to their families</i>	10 minutes
<i>Discussion on the dangers of sending money through informal channels</i>	10 minutes
<i>Discussion on the benefits of remitting money through formal channels</i>	10 minutes
<i>Conclusion discussion</i>	5 minutes
Session 2.2: Savings: You can do it!	4 hrs 10 min
Topic 1: Understanding the reasons for saving and setting goals for saving	70 minutes
<i>Opening discussion on saving habits of participants</i>	10 minutes
<i>Ball game – participants' reasons why they need to save</i>	10 minutes
<i>Discussion on the reasons for the training participants to save</i>	10 minutes
<i>Exercise 2.2a: Make your short-term and long-term goals for saving</i>	30 minutes
<i>Exercise 2.2b: Prioritizing your goals for saving</i>	10 minutes
Topic 2: The leaky pot	45 minutes
<i>Opening discussion about the leaky pot poster</i>	10 minutes
<i>Discussion on how participants can apply the leaky pot example in their real life</i>	10 minutes
<i>Participants draw their leaky pot and discuss how to prevent the pot from depleting</i>	20 minutes
<i>Conclusion discussion</i>	5 minutes
Topic 3: Identifying savings mechanisms available in the community	40 minutes
<i>Opening discussion on how one can build savings</i>	10 minutes
<i>Discussion on savings mechanisms available in their area</i>	15 minutes
<i>Discussion on where Ethiopian migrant workers in the Middle East keep their savings</i>	10 minutes
<i>Conclusion discussion</i>	5 minutes
Topic 4: Advantages and disadvantages of different savings methods	50 minutes
<i>Exercise 2.2c: advantages and disadvantages of different savings methods</i>	20 minutes
<i>Discussion on advantages and disadvantages of various savings methods</i>	20 minutes
<i>Rating savings methods depending on how safe they are for migrant workers</i>	10 minutes
Topic 5: Identifying the features that influence choice of savings services	45 minutes
<i>Opening discussion on features of savings services to consider when selecting a service</i>	10 minutes
<i>Discussion on the risk of trying to save money by sending it to family</i>	15 minutes
<i>Discussion on what cares participants should take in relation to savings</i>	10 minutes
<i>Conclusion discussion</i>	10 minutes

Session 2.1

Managing your money wisely

Introduction

In this session the participants will be introduced to the concept of money management and they will set their financial goals and plans for their migration. The idea is to draw the attention of the participants to the fact that managing your money can protect yourself, while expanding opportunities for improving your future livelihood.

Learning outcomes

At the end of this session, the participants will be able to:

- ▶ Explore the causes of personal/household financial pressure.
- ▶ Set financial goals for migration and plan how to reach them.
- ▶ Explain the importance of making wiser spending decisions.
- ▶ Identify ways of remitting money smartly.
- ▶ Visualize their reintegration goals and identify a concrete plan of action for coming home.



Time: 240 minutes

Training methods

- Brainstorming, presentation, exercises, discussion
- Flip chart: Three stages of migration
- Case study. Exercise 2.1a: Abeba has goals
- Worksheet. Exercise 2.1b: Set your financial goals for migration and plan them
- Case study. Exercise 2.1c: Sawda lived a wasteful life in Beirut
- Case study. Exercise 2.1d: Aster can't touch her money
- Worksheet

Training aids

- Whiteboard, flip chart, markers, notebook, pen/pencil
- Worksheet. Exercise 2.1b: Set your financial goals for migration and plan them (enough copies for each person to have one)
- Exercise 2.1c: Sawda lived a wasteful life in Beirut (enough copies for small groups)

Procedure and tools

In this session, we first deal with the meaning and role of managing money and then we introduce the process of setting financial goals and how to control spending and remit money. Participants need to be aware of these in order to be able to manage their money wisely. The session comprises the following topics:

- ▶ Topic 1: Introduction to money management
- ▶ Topic 2: Develop financial goals and plan for your migration
- ▶ Topic 3: Controlling spending
- ▶ Topic 4: Remitting your money wisely

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Introduction to money management	Flip chart, markers	Opening discussion on managing money	10 min	Pages 61-62
		Discussion on beliefs about money	15 min	
		Conclusion discussion	5 min	
2. Develop financial goals and plan for your migration	Flip chart, markers Flip chart: Three stages of migration Worksheet. Exercise 2.1b: Set your financial goals for migration and plan them (enough copies for each person to have one)	Opening discussion on the importance of savings for migrant workers	10 min	Pages 62-64
		Discussion on three stages of migration	5 min	
		Exercise 2.1a: Abeba has goals, and discussion on participants' goals	30 min	
		Discussion on Overseas Employment Proclamation 923/2016 re responsibility for costs related to recruitment	10 min	
		Exercise 2.1b: Set your financial goals for migration and plan them	30 min	
		Conclusion discussion	5 min	
3. Controlling spending	Flip chart, markers Exercise 2.1c: Sawda lived a wasteful life in Beirut (enough copies for small groups)	Opening discussion on the difference between "needs" and "wants"	10 min	Pages 65-67
		Exercise 2.1c: Sawda lived a wasteful life in Beirut	25 min	
		Exercise 2.1d: Aster can't touch her money	15 min	
		Discussion on spending decisions migrant workers may need to make	10 min	
		Discussion on challenges and influences on spending decisions of migrant workers	10 min	
		Discussion on controlling spending	10 min	

Topics	Required materials/aids	Activities	Duration	Ref. in manual
4. Remitting your money wisely	Flip chart, markers	Opening discussion on why migrants need to involve family in remittance decision	5 min	Pages 68-69
		Discussion on how Ethiopian migrants in the Middle East remit money to their families	10 min	
		Discussion on the dangers of sending money through informal channels	10 min	
		Discussion on the benefits of remitting money through formal channels	10 min	
		Conclusion discussion	5 min	



Topic 1: Introduction to money management

Time: 30 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. In a plenary brainstorming session, ask participants how they understand managing money.
2. Write down the answers on a flip chart / whiteboard. See the tips in the manual.
3. Explain the importance of managing money
4. Describe how beliefs about managing money are formed and how they can be wrong.
5. Ask the participants if they agree or not with some statements about managing money listed in the manual, and discuss the statements one by one.
6. Indicate that managing money is not that complicated, it is something that everybody can and should do. Ask them to think of unique characters of people who are good with their money.
7. After getting some responses, explain some basic ways of managing money.
8. Synthesize: Highlight the main points and check for understanding.



Topic 2: Develop financial goals and plan for your migration

Time: 90 minutes

Materials:

- Blank flip charts and markers
- Flip chart: Three stages of migration
- Worksheet. Exercise 2.1b: Set your financial goals for migration and plan them (enough copies for each person to have one)

Instructional sequence

1. Brainstorm the importance of savings for migrant workers.
2. Summarize the responses by indicating the relationship between the reasons why migrant workers go abroad and saving.
3. Post the flip chart that contains the **Three stages of migration** (available in the manual) and ask a volunteer to read the flip chart out loud.
4. Exercise 2.1a: Ask one participant to read out Abeba's story (in the manual) in plenary session; get other participants to listen and note down Abeba's goals. Then, participants are sub-divided into small groups and discuss the questions. Finally, the groups will present the discussion report and have a brief reflection in plenary.
5. Ask participants to review their migration goals that they identified previously (in Topic 2 of Session 1.3). Also ask them to identify the specific thing they and their family want to achieve from their migration and the reasons why goals may change according to the stage of migration.
6. Before proceeding to Exercise 2.1b, inform the participants that the first stage migration costs that Ethiopian migrant workers are responsible to pay are now limited.
 - Give a summary of the relevant provisions of the Ethiopia Overseas Employment Proclamation 923/2016 (i.e. Articles 10(1) and 10(2)).
 - Remind them that it is now time for them to develop their own financial goals for migration and their plan to achieve them.
7. Exercise 2.1b: Ask participants to develop their own (or their family's) financial goals for migration and plan them using the worksheet provided in the manual. (Note: you can use the examples in the worksheet to demonstrate how financial goals and plan are set.) They can either work together on the goals of one group member (own or family's), or each person fills in the sheet separately. Let the participants choose between the two options.
8. Let a couple of volunteers present their migration goals/plans, and lead a plenary discussion.
9. Synthesize: Highlight the main points and check for understanding.



Topic 3: Controlling spending

Time: 80 minutes

Materials:

- Flip chart, markers
- Exercise 2.1c: Sawda lived a wasteful life in Beirut (enough copies for small groups)

Instructional sequence

1. Start this topic by asking the participants in plenary to distinguish between “needs” and “wants”. Write down the answers on a flip chart or whiteboard.
2. Summarize the discussion by explaining the difference between “needs” and “wants”.
3. Indicate the challenges that migrant workers face in their effort to support their families.
4. Exercise 2.1c: Let participants divide into small groups of 3–4 people. They will read Sawda’s story and discuss the questions.
5. Exercise 2.1d: Read the story of Aster in a loud, engaging voice (you can also ask a participant to read it out). Then ask participants to discuss the questions at the end of the case study.
6. Ask participants to share some major spending decisions migrant workers may need to make.
List the answers on a flip chart and make sure that the list includes those provided in the manual.
7. Ask participants to identify challenges migrant workers may face when making spending decisions and who tries to influence them in those decisions.
8. List their ideas on a blank flip chart. Some sample responses are provided in the manual and you can use them as examples
9. Tell them that there are some ways to help them set their own personal financial priorities, but there are no perfect answers. Then give them the general guides to maximize their savings.
10. Make it clear to the trainees that saving money is not enough; they will have to make their money grow by investing it properly (for example, by buying shares in Ethiopian companies, cooperatives or businesses).
11. Synthesize: Highlight the main points and check for understanding.



Topic 4: Remitting your money wisely

Time: 40 minutes

Materials:

- Flip charts, markers

Instructional sequence

1. Start by explaining that many Ethiopian migrant workers go to Arab countries to support their families by sending money home and thus they are performing an important service for their families by sending them money.
2. Remind the participants that they need to involve their family when deciding on remittances.
3. Ask participants in a brainstorming session how Ethiopian migrant workers in the Middle East remit money to their families. Answers may include various informal channels.
4. After getting some responses, tell them that these are very risky channels.
5. Ask participants about the dangers of sending money through informal channels such as relatives, friends, individuals who are unknown to them, hawala or unregistered money transfer agencies.
6. Discuss the benefits of remitting money through formal channels such as banks and registered money transfer agencies like Western Union and Dahabshill.
7. Summarize by describing some cares that participants should take in relation to remittance.
8. Synthesize: Highlight the main points and check for understanding.

Session 2.2

Savings: You can do it!

Introduction

In this session the participants will learn the importance of savings, how and where to save, and how to make a savings plan. The objective is to present the various savings mechanisms, their advantages and disadvantages, and enable participants to establish linkages between savings goals and savings products.

Learning outcomes

At the end of this session the participants will be able to:

- ▶ Explain why it is important to save.
- ▶ Identify various savings mechanisms.
- ▶ Discuss their advantages and disadvantages.
- ▶ Match savings goals with specific savings products.



Time: 250 minutes

Training methods

- Brainstorming, presentation, exercises, discussion

Training aids

- Flip chart, whiteboard, markers, case story, notebook, pen/pencil
- Ball or other soft, safe object suitable for tossing
- Template of Exercise 2.2a: Make your short-term and long-term goals for saving (enough copies for all participants)
- Template of Exercise 2.2b: Prioritizing your goals for saving (enough copies for all participants)

Procedure and tools

In this session we first deal with the definition of savings and the different ways people save. Then participants will discuss the advantages and disadvantages of savings before determining the safest mechanism of saving, according to their opinion. The next topic consists of an overview of the many saving products offered by financial institutions, and the characteristics to be considered in their choice. Finally, participants will discuss about how to match savings goals with savings products.

The session includes the following topics:

- ▶ Topic 1: Understanding the reasons for saving and setting goals for saving
- ▶ Topic 2: The leaky pot
- ▶ Topic 3: Identifying savings mechanisms available in the community
- ▶ Topic 4: Advantages and disadvantages of different savings methods
- ▶ Topic 5: Identifying the features that influence choice of savings services

▶ Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Understanding the reasons for saving and setting goals for saving	Flip chart, markers Ball or other soft, safe object suitable for tossing Template of Exercise 2.2a: Make your short-term and long-term goals for saving (enough copies for all participants) Template of Exercise 2.2b: Prioritizing your goals for saving (enough copies for all participants)	Opening discussion on saving habits of participants	10 min	Page 71-74
		Ball game – participants' reasons why they need to save	10 min	
		Discussion on the reasons for the training participants to save	10 min	
		Exercise 2.2a: Make your short-term and long-term goals for saving	30 min	
		Exercise 2.2b: Prioritizing your goals for saving	10 min	
2. The leaky pot	Flip chart, markers Poster 2.2 (The leaky pot)	Opening discussion about the leaky pot poster	10 min	Page 74-75, Page 75
		Discussion on how participants can apply the leaky pot in their real life	10 min	
		Participants draw their leaky pot and discuss how to prevent the pot from depleting	20 min	
		Conclusion discussion	5 min	
3. Identifying savings mechanisms available in the community	Flip chart, markers	Opening discussion on how one can build savings	10 min	Page 76-77
		Discussion on savings mechanisms available in their area	15 min	
		Discussion on where Ethiopian migrant workers in the Middle East keep their savings	10 min	
		Conclusion discussion	5 min	

Topics	Required materials/aids	Activities	Duration	Ref. in manual
4. Advantages and disadvantages of different savings methods	Flip chart, markers	Exercise 2.2c: Advantages and disadvantages of different savings methods	20 min	Page 78-80
		Discussion on advantages and disadvantages of various savings methods	20 min	
		Rating savings methods depending on how safe they are for migrant workers	10 min	
5. Identifying the features that influence choice of savings services	Flipchart, markers	Opening discussion on features of savings services to consider when selecting a service	10 min	Page 80-81
		Discussion on the risk of trying to save money by sending it to family	15 min	
		Discussion on what cares participants should take in relation to savings	10 min	
		Conclusion discussion	10 min	



Topic 1: Understanding the reasons for saving and setting goals for saving

Time: 70 minutes

Materials:

- Flip chart, markers
- Ball or other soft, safe object suitable for tossing
- Template of Exercise 2.2a: Make your short-term and long-term goals for saving (enough copies for all participants)
- Template of Exercise 2.2b: Prioritizing your goals for saving (enough copies for all participants)

Instructional sequence

1. Start with a plenary brainstorming session. Ask the participants about their own saving habits: do they save enough money or could they save more?
 - If there are some participants who cannot save at all, ask them for their reason.
2. Explain that the only way to save is by spending less than you earn. Also tell them some principles of savings.

3. Next is a ball game. Ask the participants to stand up and form a circle. When they catch a ball (that is passed randomly), they need to give a reason why they need to save.

Note: While one trainer is facilitating this game, another trainer (or one of the participants) should write down participants' ideas on a flip chart or whiteboard.

4. Present the reasons for the training participants to save (text is provided in the manual).
5. Tell all participants to review their reasons for saving that they mentioned earlier and ask them in which category each reason belongs. Let them complete the table provided in the manual. (You can draw the template on a flip chart so that trainees can copy and complete the table).
6. Exercises 2.2a: Make your short-term and long-term goals for saving. In order to ensure good understanding of this issue, ask the participants to do a short and useful exercise related to personal goal setting. It is good if they consider their situation as migrant workers.
7. Explain the need for prioritization of financial goals. Let them do Exercise 2.2b: Prioritizing your goals for saving.
8. Synthesize: Highlight the main points and check for understanding.



Topic 2: The leaky pot

Time: 45 minutes

Materials:

- Flip chart, markers
- Poster 2.2 (The leaky pot)

Instructional sequence

1. Show participants the leaky pot poster.
2. Explain what the arrows and the content of the pot portray.
3. Ask participants to brainstorm how they can apply the poster in their real life.
4. Next, ask participants to draw their own leaky pot by specifying arrows for their personal or household income and expenses.
5. After they draw arrows for their income and expenses, let them consider what they should do in order not to deplete what has come into the pot. Ask for ideas.
6. Summarize the discussion.



Topic 3: Identifying savings mechanisms available in the community

Time: 40 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. Start by asking participants to explain how one can build savings. Note their responses on a flip chart.
2. Present the note on building savings, provided in the manual.
3. Introduce savings mechanisms with an interactive discussion on the participants' views regarding the ways people save in their community. Ask about the different ways in which people in their area save, and where the participants themselves keep their savings.

Note: The purpose is to start with the savings methods participants know. This would include both cash and non-cash forms like jewellery, livestock, and land. People may keep cash savings at home, with Equb, self-help groups, microfinance institutions, with saving and credit cooperatives or with banks.

4. Summarize the participants' views on a flip chart. Thereafter, for each category, ask the participants to raise their hands if they have used the different ways of savings and tally them to know their most common methods of savings.
5. Ask the participants where Ethiopian migrant workers in the Middle East keep their savings.
6. Remind the participants not to keep cash savings at home and *with their employers*.



Topic 4: Advantages and disadvantages of different savings methods

Time: 50 minutes

Materials:

- Flip chart, markers

Instructional sequence

1. This topic is guided through Exercise 2.2c. Divide the participants into four small groups and have each group discuss the advantages and disadvantages of a different savings method. The exercise takes 20 minutes. Thereafter, each group presents its findings during a plenary session which is followed by a discussion.
2. Lead a plenary discussion on the advantages and disadvantages of savings methods. Use the tips provided in the manual (see the table).
3. In plenary, ask the participants to consider each method as presented in Exercise 2.2c and give a score of 1, 2 or 3, **depending on how safe they think the method is in their situation as migrant workers.** "3" is safest and least risky and "1" is least safe and most risky.
Encourage discussion if there is any disagreement.
4. Synthesize: Highlight the main points and check for understanding.



Topic 5: Identifying the features that influence choice of savings services

Time: 45 minutes

Materials:

- Cards, flip chart, markers

Instructional sequence

1. In a plenary brainstorming session, ask about the important characteristics of savings services to consider when selecting a service.
2. The participants state their views briefly on cards (one idea per card). All cards are shown and posted up, and similarities and differences are discussed in the plenary session. Present the characteristics to consider when choosing a savings service (provided in the manual as tips for the facilitator).

3. Remind participants about the challenges faced by irregular migrants in accessing a bank.
4. Explain the risk of trying to save money by sending it to family.
5. Describe various cares that participants should take in relation to savings.
6. Synthesize: Highlight the main points and check for understanding.

Review and summarize key learning points of the session (10 minutes)

Ask the participants to review what we have discussed and explored during this session and put in their note book:

- ▶ ***What have you learned in this session?***
- ▶ ***What do you find interesting and useful for managing your money?***
- ▶ ***What are you going to put into practice?***

Module 3: Entrepreneurship

Having discussed some selected topics in life skills and financial education that are expected to empower participants to cope with life and its challenges and changes related to their migration to the Middle East, now the training will move into the topic of entrepreneurship. The previous sessions on life skills and financial education are expected to prepare the participants to think about and plan for their return and reintegration. One of the plans for most participants is starting their own business at home when they return after working abroad. Thus, it is now time for the participants to explore ways of identifying business ideas that they can implement when they return.

Session 3.1

Generate Your Business Idea (GYB)

Introduction

The objective of the GYB training is to enable participants, as potential entrepreneurs, to find out what they need to start a business and how to develop a feasible business idea. In this session the participants will be introduced to the concept of entrepreneurship and ways of generating their business ideas.

Learning outcomes

At the end of this session, the participants will have:

- ▶ Described what entrepreneurship means and the characteristics of entrepreneurs.
- ▶ Generated list of their business ideas.
- ▶ Realized the preparations they need to make to start their own business when they return.



Time: 170 minutes

Training methods

- Brainstorming, presentation, exercises, discussion

Training aids

- Flip chart, whiteboard, markers, notebook, pen/pencil
- Case study. Exercise 3.1a: Lily's experience (at least 4 copies)

- Exercise 3.1b (template): My business idea is ... (enough copies for all participants)
- Exercise 3.1c (template): My business idea list (enough copies for all participants)

Procedure and tools

In this session, the participants will first make a self-assessment to know if they are capable of becoming an entrepreneur and identify what to do to improve their personal weaknesses for running their own business. Moreover, they will be introduced to the method of generating their business idea and list of business ideas.

The session comprises the following topics:

- ▶ Topic 1: Entrepreneurship basics
- ▶ Topic 2: Generating a business idea
- ▶ Topic 3: Business idea list

▶ Lesson plan of module 3: entrepreneurship	
Summary of Module 3: ENTREPRENEURSHIP	2 hours 50 mins in total
Session 3.1: Generate Your Business Idea (GYB)	2 hrs 50 min
Topic 1: Entrepreneurship basics	55 minutes
Opening discussion on entrepreneurship	10 minutes
Discussion on the difference between self-employment and wage employment	15 minutes
Discussion on what entrepreneurship involves	15 minutes
Discussion on characteristics of entrepreneurs	10 minutes
Conclusion discussion	5 minutes
Topic 2: Generating a business idea	70 minutes
Opening discussion on Generating Business Idea	5 minutes
Discussion on sources of business idea and importance of a good business idea	10 minutes
Exercise 3.1a: Group activity and discussion on Lily's experience	25 minutes
Discussion on what a business idea is	5 minutes
Exercise 3.1b: Describing personal business idea	15 minutes
Conclusion discussion	10 minutes
Topic 3: Business idea list	45 minutes
Opening discussion on business idea list	5 minutes
Discussion on ways to come up with business ideas	10 minutes
Exercise 3.1c: Identifying list of at least three business ideas individually	20 minutes
Discussion on the list of business ideas	5 minutes
Conclusion discussion	5 minutes

► Session plan				
Topics	Required materials/aids	Activities	Duration	Ref. in manual
1. Entrepreneurship basics	Flip chart, markers	Opening discussion on entrepreneurship	10 min	Pages 84-86
		Discussion on the difference between self-employment and wage employment	15 min	
		Discussion on what entrepreneurship involves	15 min	
		Discussion on characteristics of entrepreneurs	10 min	
		Conclusion discussion	5 min	
2. Generating a business idea	Flip chart, markers Exercise 3.1a: Lily's experience (at least 4 copies) Template of Exercise 3.1b: My business idea is... (enough copies for all participants)	Opening discussion on generating a business idea	5 min	Pages 86-89
		Discussion on sources of business idea and importance of a good business idea	10 min	
		Exercise 3.1a: Lily's experience	25 min	
		Discussion on what a business idea is	5 min	
		Exercise 3.1b: My business idea is...	15 min	
		Conclusion discussion	10 min	
3. Business idea list	Flipchart, markers Templates of Exercise 3.1c: My business idea list (enough copies for all participants)	Opening discussion on business idea list	5 min	Pages 89-91
		Discussion on ways to come up with business ideas	10 min	
		Exercise 3.1c: My business idea list	20 min	
		Discussion on the list of business ideas	5 min	
		Conclusion discussion	5 min	



Topic 1: Entrepreneurship basics

Time: 55 minutes

Materials:

- Flip chart, markers

Instructional Sequence

1. Brainstorm how participants understand the term “entrepreneur” in plenary.
2. Summarize their response and describe what an entrepreneur is.
3. Ask participants to distinguish between self-employment and wage employment.
4. Describe self-employment and wage employment.
5. Take some time and ask if participants are excited when thinking about owning and running a business themselves up on their return, including their reasons.
6. If they reply in the affirmative, encourage them to get prepared for starting the own business when they return from abroad.
7. Explain what entrepreneurship involves.
8. Group exercise: ask the participants to form groups of 4 to 5 people and identify some unique characteristics of entrepreneurs.
9. Summarize the discussion by telling the main characteristics of entrepreneurs.
10. In a plenary brainstorming session, ask participants which type of business is more suitable for them in their views and why.
 - Let them think individually and a few volunteers share the business they identified, and their reasons.
11. After getting the views of some participants, explain that identifying a business idea based on their own work experience, technical skills, knowledge of business practices, hobbies, social ties and family background, etc. is important for success.
12. Synthesize: Highlight the main points and check for understanding.



Topic 2: Generating a business idea

Time: 70 minutes

Materials:

- Flip chart, markers
- Exercise 3.1a: Lily's experience (at least 4 copies)
- Template of Exercise 3.1b: My business idea is... (enough copies for all participants)

Instructional sequence

1. Start the topic by explaining the importance of generating a business idea.
2. Ask participants to brainstorm where one can find business ideas from.
3. After getting some responses, explain some main sources of business ideas.
4. Explain the importance of a good business idea.
5. Exercise 3.1a: Split the participants into 4 small groups. Ask the groups to read and discuss the case study (Lily's experience) and answer the questions. Let the groups present their findings.
6. Summarize the discussion on the case study by indicating the importance of identifying the right business.
7. Describe what a business idea is.
8. Exercise 3.1b: My business idea is ... Ask the participants to describe their business idea individually using the template provided in the manual.
9. Encourage the participants not to worry if they cannot adequately describe their business idea. Tell them the session is intended to encourage them to think about starting own business upon return and to start preparing for that goal.
10. Synthesize: Highlight the main points and check for understanding.



Topic 3: Business idea list

Time: 45 minutes

Materials:

- Flip chart, markers,
- Templates of Exercise 3.1c: My business idea list (enough copies for all participants)

Instructional sequence

1. Start the topic by explaining how a business idea list is prepared.
2. Describe ways to come up with a business idea list, such as surveying local businesses or asking existing business owners.
3. Exercise 3.1c: My business idea list. Ask participants to identify, using the template provided in the manual, at least three different business ideas individually. Allow 20 minutes for the activity.
4. Let a couple of volunteers share their business ideas with the group, and lead a plenary discussion on the presentations.
5. Summarize the discussion on the exercise by encouraging participants to commence preparations from right now for starting their own business upon their return.
6. Synthesize the session by asking participants what they have learnt and highlighting the main issues addressed.

Closing session

Time: 60 minutes

Instructional sequence

1. Ask the following questions and get post-training participant feedback. Let participants respond to the questions one by one:
 - ***“What has gone well so far in this training?”***
 - ***“What have you learned that is new?”***
 - ***“What was presented that you already knew?”***
 - ***“What would you like to know more about?”***
 - ***“What can the trainer(s) do differently to make the training more effective?”***
 - ***“What can you as participants do to make it more effective?”***
 - ***“In your view, to what extent your expectations from the training have been met?”***
2. Finally, thank participants for their contribution in the training programme.
3. Emphasize that the topics covered in the training are expected to help potential migrants to be more successful in their efforts to improve their life and support the development of their families, and their communities and country, by increasing the productive use of their resources.
4. Conclude by telling them that migration is something participants can rely on only for some years. So, they should plan and make necessary preparations for the rest of their life.

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