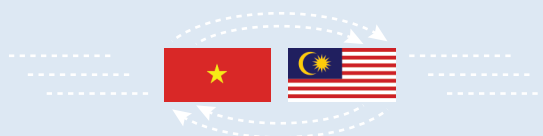


Pre-departure training curriculum

Viet Nam to Malaysia: Facilitator's manual



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First published 2014

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Pre-departure training curriculum : Viet Nam to Malaysia : facilitator's manual / ILO Regional Office for Asia and the Pacific. - Bangkok: ILO, 2014

154 p.

ISBN 9789221285182 ; 9789221285199 (web pdf)

ILO Regional Office for Asia and the Pacific

migrant worker / workers rights / international migration / labour migration / trainers manual / Malaysia / Viet Nam

14.09.1

ILO Cataloguing in Publication Data

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Visit our website: www.ilo.org/publns or www.ilo.org/asia

Printed in Thailand

Migrants make enormous development contributions to their host and origin countries. While labour migration is prevalent in most countries, the movement throughout the Greater Mekong Subregion makes it one of the world's most dynamic migration regions. The numbers of those seeking decent work abroad is likely to remain high. With an estimated 1.1 – 1.5 million people entering the labour market each year, the Government of Viet Nam has a policy to promote labour migration as both an employment and poverty reduction strategy. The developmental impact of migration in Viet Nam is significant. For example, approximately US\$1.6 billion is sent in remittances each year.

Nevertheless many migrant workers, particularly those working in low-skilled sectors are subject to labour exploitation and abuse. One way to protect migrant workers' rights is to provide access to information on living and working abroad – including on their rights work. Therefore, the ILO GMS TRIANGLE Project has developed pre-departure training curricula in four countries, including Cambodia, Lao People's Democratic Republic, Myanmar and Viet Nam, in line with requests for technical assistance made by the respective governments.

Viet Nam has mandated through legislation that workers undertake 74 hours of pre-departure training (nine modules) to be delivered by recruitment agencies prior to the workers' departure. The ILO was asked to assist in developing the training curriculum for three of these modules: Module 1: Culture, customs and laws of Malaysia; Module 2: Behaviour at work and in daily life; and Module 3: Review and testing. These correspond to modules 5, 6 and 9 in the curriculum outline developed by DOLAB, MOLISA.

The pre-departure training will provide information prior to the migrant's departure on the workers' rights and responsibilities; the destination country's culture, laws and policies; accessing support services and complaints mechanisms; sending money home, and return and reintegration. The curriculum uses a participatory training methodology and includes discussions, brainstorming, case studies, and role plays to engage the learner and transfer new knowledge, skills, and attitudes. The goal is to reduce the workers' vulnerabilities, to empower them to protect themselves, to recognize situations of labour rights violations, to seek help as required, and to have a profitable and positive migration experience.

The ILO Tripartite Action to Protect the Rights of Migrant Workers within and from the Greater Mekong Subregion (GMS TRIANGLE project) is a five-year project that works to strengthen recruitment and labour protection policies and practices and thus help ensure safer migration that leads to decent work. The project is operational in six countries: Cambodia, Lao People's Democratic Republic, Malaysia, Myanmar, Thailand and Viet Nam. In each country, tripartite constituents (government and workers' and employers' organizations) engage in helping attain each of the GMS TRIANGLE project's objectives – strengthening policy and legislation, building capacity of stakeholders and providing services to migrant workers. These goals are interdependent, with policy advocacy and capacity-building activities driven by the views, needs and experiences of workers, employers and service providers.



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Acknowledgements

This training manual was developed with the support of the ILO's Tripartite Action to Protect the Rights of Migrant Workers within and from the Greater Mekong Subregion (GMS TRIANGLE), funded by the Australian Government. Design, layout and printing of the manual, as well as the training of trainers program was supported by the Tripartite Action for the Protection and Promotion of the Rights of Migrant Workers in the ASEAN region (ASEAN TRIANGLE) funded by the Canadian Government.

The authors of this manual are grateful for the inputs of tripartite partners in Viet Nam to ensure this manual is comprehensive and addresses the needs of migrant workers preparing to work in Malaysia. Inputs were gathered through several consultations that included participation of the Department of Overseas Labour, Ministry of Labour, (War) Invalids and Social Affairs, employers' and workers' organizations and recruitment agencies in Viet Nam. This manual was drafted by Heike Lautenschlager, Anna Olsen, and Max Tunon with the invaluable support of: Clifford Sorita, Jane Hodge, Anni Santhiago, Kuanruthai Siripatthanakosol, and Andy Shen. Nguyen Mai Thuy, National Project Coordinator of the GMS TRIANGLE Project in Viet Nam provided technical guidance throughout. Several illustrations for this manual were provided by Chutipphon Choktechasawad and others were taken from the ILO publication "Budget Smart – Financial education for migrant workers and their families: Training manual."



Abbreviations

AS	actual savings
FE	family expenses
GI	gross income
HIV/AIDS	human immunodeficiency virus / acquired immunodeficiency syndrome
ILO	International Labour Organization
IRD	Industrial Relations Department
MOLISA	Ministry of Labour, Invalids and Social Affairs
MoU	memorandum of understanding
MRC	migrant worker resource centre
MYR	Malaysian Ringgit (currency)
NGO	non-government organization
PE	personal expenses
PS	personal savings
STD	sexually transmitted diseases
STI	sexually transmitted infection
VCCT	voluntary confidential counseling and testing
VND	Vietnamese Dong

How to use this manual

This manual is to be used to deliver the pre-departure training for Vietnamese migrant workers travelling to Malaysia. The intended outcome is that migrant workers will have the knowledge and means to adapt to their new working environments and to the culture of their country of destination.

To provide the pre-departure orientation training to migrant workers effectively, it is recommended that the maximum number of participants invited to attend this training is 30. The law states that migrants are required to attend the training for a total of 74 hours.

This facilitator's manual helps and guides the Facilitator in delivering the training. This manual is divided into three sections:

1. Two training manuals
2. Post-training activities
3. Appendices (including course materials)

The training manual section will help the Facilitator to address the modules covering the essential information a migrant worker needs to know to work abroad. Participants will be given a similar manual in a workbook style, making use of visual tools to highlight key points. The facilitator's manual contains more information as well as a section titled "Training guide" and "Facilitator's notes" to provide step-by-step instructions to conduct each lecture or activity.

The "Training guide" section has four components:

1. TIMEFRAME is a guide to how long each topic activity or lecture should take.
2. MATERIALS NEEDED tells the facilitator what materials or resources are needed to complete an activity. Materials should be prepared prior to the session.
3. TASKS & ACTIVITIES proposes individual and group activities the facilitator can use to demonstrate and underscore a learning point.
4. FACILITATOR'S INSTRUCTIONS & METHODS is a guide to how each topic should be delivered.

The Facilitator will deliver the lectures and activities based on the Training guide, the Facilitator's notes, and the material in the participant's workbook. This training will often point to brainstorming or group discussion, meaning that some of the activities involve a list of questions that can be read to the group. Although there are suggestions concerning the directions in which the resulting conversation can be taken, the role of the Facilitator is to guide the discussion, not determine it. Each group will relate to these issues and one another in different ways; it is as important for the participants to feel organically engaged as it is to stay on track. You will also notice that each activity concludes with time for questions. Use this time to allow the participants to address comments made by others, ask clarifications for things they did not understand, or reflect on the activity or lecture. Ensure that all participants have an opportunity to speak but do not interrupt one another.



The second section is the **Review and testing module**. This section provides the Facilitator with activities to review the contents of the training with participants and to close the training. The Facilitator will find a sample evaluation tool to assess the effectiveness of the training.

Finally, the Appendices serve as the Facilitator's reference material. This section includes: tips for facilitator, the training tools needed, and other relevant information required to deliver the training .

Keep the following in mind during the training:

1. Ensure all participants fill out the sign-in sheet and complete their pre-tests and post-tests.
2. Modify the activities and examples as necessary to be relevant to the needs and experiences of the participants.
3. Make sure the group stays within the allotted timeframe for each module and break, as provided in the training guide for each activity.



AIDS

Acquired immunodeficiency syndrome – An accumulation of diseases and infections brought on because of HIV infection.

ARVs

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

Birth certificate

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

Brokerage commission

A fee a service enterprise shall pay to a broker in order to sign and perform a labour supply contract. Workers shall refund to the service enterprise a part or the whole of the brokerage commission under regulations of the Ministry of Labour, War Invalids and Social Affairs (MOLISA). Service enterprises shall negotiate and decide on brokerage commission rates based on the ceiling rate prescribed in government regulations.

Contract for dispatching workers for overseas employment

A written agreement between workers and related parties (licensed recruitment enterprises, state-owned nonprofit organizations).

Contract substitution

A situation where a migrant worker arrives at the country of employment and is forced to sign another document that invalidates the first contract. The succeeding contract may have less favourable terms than the first.

Decent work

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

Deposits of service enterprises

Deposits shall be used by the competent state agencies to deal with problems arising from the enterprises' failure to perform or fulfill their obligations in the sending of workers abroad. When a service enterprise cannot reach an agreement on the transfer of its rights and obligations, deposits of service enterprises shall be used by competent state agencies for the settlement of liabilities arising in relation to workers up to the time of transfer. Enterprises may use remaining deposit amounts to pay other debts in accordance with the bankruptcy law.

Deposits of workers

Workers shall reach agreements with their respective service enterprises on providing deposits in order to ensure the workers will fulfill their guest worker contracts. Workers shall directly or through a service enterprise pay deposits into a separate account opened by the enterprise at a commercial bank for the purpose of keeping workers' deposits. Both the principal and interest of workers' deposits shall be refunded to the workers upon the termination of the guest worker contracts. When workers breach guest worker contracts, their deposits shall be used by the service enterprise to pay compensation for damage caused by the workers. In such cases, if the deposit amount is insufficient, workers shall make additional payment; if the deposit amount is not used up, the remaining amount shall be returned to workers. A ceiling for the deposit amount is set at one month of the basic salary included in the contract, established by the Circular No. 59.



Dispute resolution through official channels

Official complaints can be filed with authorities, such as the Labour Department or your Embassy. They may begin an inquiry into the complaint, and may lead to assistance in settling the dispute with your employment agency or other.

Documented/regular migrant worker

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

Employment contract

A document that a worker has to sign with their employer. This is an agreement between the worker and their employer with respect to conditions of work, wages, and rest periods, among other things. It is a legal document that lays down the duties and obligations that the worker must fulfill for their employer and the corresponding duties and obligations that the employer must abide by in return for the worker's services.

Forced labour

All work or service that is extracted from any person under the menace of penalty and for which the person has not offered him or herself voluntarily. This includes situations of slavery, practices similar to slavery, debt bondage, or serfdom. The use of deception or fraud, and the retention of identity documents in order to achieve the consent of workers, are illegitimate and can lead to forced labour. The menace of a penalty can be in the form of withholding of wages, confiscation of identity papers or denunciation to the police or immigration authorities in the case of people without legal residence or work status. The penalty may also be in the form of a threat of physical violence or death addressed to the victim or a member of their family. The withholding of wages or threat of non-payment of wages or dismissal can also be used to force workers to provide additional labour. Involuntarily can mean that a person was taken by force or kidnapped from their place of origin and forced to work in a distant place.

Guarantee for guest workers

A third person, referred to as guarantor, commits with an enterprise or a non-business organization sending workers abroad to perform the obligations of a guest worker, if that worker fails to perform their obligations under a guest worker contract.

HIV positive

(HIV+) The human immunodeficiency virus (HIV) is in a person's body.

HIV negative

(HIV-) The human immunodeficiency virus (HIV) is not in a person's body.

Labour supply contract

A written agreement between licensed recruitment enterprises, state-owned nonprofit organizations, and foreign parties on the conditions, rights, and obligations of different parties in supplying and receiving Vietnamese workers for overseas employment.

Illegal recruitment

Illegal recruitment may mean any of the following:

- To recruit workers for overseas deployment without actual job orders approved by MOLISA or without any need for such a job at all;
- To recruit workers without a license from the government;
- To send workers abroad but giving them tourist or visit visas instead of work permits; or
- To send workers abroad without a contract for dispatching workers for overseas employment and/or an employment contract.



Individual contract

A direct written agreement between a worker and a foreign party outlining the working terms while abroad.

Labour migration

The process of recruitment, application, journey, and work in another country of which the worker is not a national, and finally, return of the worker to their own country. This work earns the worker a salary. Everyone has the right to migrate.

Mediation

This is a conflict resolution process which uses an unbiased person to become an intermediary between two or more parties involved in a disagreement or dispute.

Medical certificate

This certificate ensures that a person is healthy or has not contracted any contagious diseases prior to their departure or during the pre-departure process. However, workers will be subject to another medical check-up and another medical certificate will be issued when the worker arrives in Malaysia.

Migrant worker

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

Passport

This is an official document issued by a person's government permitting that person to exit the country and travel to foreign countries. It is also an identification document. A passport confirms the bearer's identity, age, citizenship, right to protection while abroad, and right to re-enter his or her native country.

Physical abuse

Physical abuse occurs when a person purposefully injures or threatens to injure another person.

Psychological abuse

The use of threat or intimidation meant to coerce a person without resorting to physical force. This abuse could come in the form of a worker being intimidated by threats to be deported, taken to the police, or have their salary withheld if they do not do extra work or if they do not do their job well. Such illegitimate actions may make workers feel anxious and fearful and prevent them from doing their jobs.

Recruitment and placement service/recruitment agency

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

Service charge

An amount payable by a worker to a service enterprise for the performance of a guest worker contract. Service enterprises shall reach an agreement with workers for either a one-off collection of service charges before the workers leave Viet Nam or for multiple collections during the time the workers work overseas. If a worker has paid the full service charge but has to return home before the end of their guest worker contract for reasons that are not the worker's fault, the concerned service enterprise is required to issue that worker a partial service charge refund corresponding to the remaining duration of the guest worker contract.



Sexual harassment

Sexual harassment is a criminal offence, and no worker should tolerate it. Sexual harassment can include:

- Physically touching any part of your body;
- Verbal advances, indecent jokes, or comments about any part of your body;
- Telling indecent sexual stories or showing indecent pictures to you;
- Talking to other people about your physical appearance or about your sexual preferences;
- Making drawings or other visual representations of you; or
- Unwanted requests for sex, sexual assault, rape.

Sexual assault

Sexual assault is verbal, physical or any other provocation which subjects a person to unwanted sexual contact or attention.

Sexually transmitted infection (STI)

STIs are infections or diseases which are spread by unprotected sexual contact. There are many different types of STIs caused by bacteria or viruses. Some STIs, for example genital warts, can be spread by skin-to-skin contact. Some common STIs are gonorrhea, syphilis, chancroid, herpes, chlamydia, hepatitis B and C, and HIV. STIs may increase the risk of contracting HIV.

Trafficking in persons

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

Undocumented/irregular migrant worker

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

Verbal abuse

Verbal abuse includes statements that can demean, debase, or put a person down. The result would be discouragement or low morale on the part of the person who receives the abuse.

Visa

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

Work permit

A work permit is a legal document issued by a government to non-citizens allowing them to work in the respective country under a set of prescribed conditions. The work permit is a sticker that is placed inside your passport. In Malaysia, the employer named in a migrant’s work permit must be the same employer named in the contract the migrant signed, as only this employer is legally recognized by the authorities. If there is a discrepancy between the work permit and the employment contract, the worker should seek help from the Embassy or the NGOs listed at the back of this booklet.



Safe migration for decent work

Migrating for work can be rewarding. Follow these tips to migrate safely and make the most of working abroad:

How can you make the most out of migration?

1

Be informed

Talk to lots of people before you make the decision to migrate, especially your family and friends. Returned migrants, Non-Government Organizations (NGOs), local authorities, State Labour Management Agencies, Migrant Worker Resource Centres (MRCs), trade unions, and other community-based organizations can also help answer your questions.

Educate yourself about what living and working abroad is really like, the costs involved, what job you might do, the documents you need, what challenges you may experience (like being away from family for years), and the money you can save and send home. Find out as much as you can about the culture and lifestyle in the destination country before you decide to migrate.

2

Migrate legally

You are much more likely to get protection from the authorities in your home country and while abroad if you migrate through legal channels. Irregular migrants are at much greater risk of being exploited. An irregular migrant can be arrested or detained in the destination country and deported.

3

Check your recruitment agency

Check that the recruitment agency is properly licensed and has a good reputation. If your recruiter or employer is asking you to change your age or work without a contract, it is a warning sign that your employer does not want to employ you in a legal way and may be planning to take advantage of you. Ask for and keep receipts for any payments made in the recruitment and migration process.

If the recruitment agency is offering you a loan before you start work, consider how much the interest on the loan is and how you will make repayments. If you owe money to your employer or your recruitment agency, they may make you work until you pay it all back. You are vulnerable to this kind of debt bondage if you borrow a lot of money.

4

Sign a contract with the recruitment agency and with your employer

You should sign a contract with the recruitment agency and with your employer before you leave. Ask someone you trust for help in reviewing these contracts and make sure you understand all the terms in the contract, because these contracts state what you have agreed to. At a minimum, the contract should include details of your pay, work hours and leave allowances, where you will work, and the duties you will be expected to undertake.





Safe migration is legal and informed migration

5

Keep hold of your documents and make photocopies before you go

Make copies of your passport, visa, work permit, contracts, ID cards, and other travel documents. Leave copies with family and friends before you leave. Put the original copies of these documents in a safe place when you arrive at your destination but keep spare copies with you at all times.

6

Prepare for emergencies

Make a list of important contact details prior to your departure. Leave one copy with your family and take the other with you. This list should include the telephone numbers of your embassy, NGOs, trade unions, migrant associations, your family, friends, and anyone else who might assist you in your host country. Keep these contact details with you at all times.

7

Make sure you have a network of support

Regularly communicate with your family and friends to let them know you are safe. Make a plan with your family about how you will communicate and how regularly you will contact them. Try to make friends and create your own network of support in the destination country. Find out who you can turn to for assistance, and ask for help if you need it.

8

If you experience problems at work

If you have a conflict in the workplace, talk to your supervisor or to the recruitment agency first. It is in everyone's interest to resolve disputes. Try to record the incidents or problems occurring, in case you need to file a formal complaint. If the problem is not resolved, you should contact an NGO, a trade union, your Embassy, or the authorities for help.





MODULE 1:
**CULTURE, CUSTOMS,
AND LAWS OF MALAYSIA**



Module 1: Culture, customs, and laws of Malaysia

Objectives of the module:

To prepare participants for life in Malaysia, including information about the living conditions, culture, and etiquette of the host country.

To introduce participants to the relevant laws in Malaysia and to discuss their rights and responsibilities.

To discuss the challenges, risks, and benefits of migration and to consider strategies to overcome the risks.

TRAINING GUIDE

 Topic	 Timing	 Materials needed
1.1. Activity: How much do you know about Malaysian culture?	20 minutes	One A4 sheet with "TRUE" written on it and one A4 sheet with "FALSE" written on it (see Appendix 2); statements for participants to answer.
1.2. Things to know about Malaysia and its culture	60 minutes 20 minutes (Activity)	1.2.1 – 1.2.3 Lecture notes
1.3. Relevant laws in Malaysia	70 minutes	1.3.1 Sample of employment contract, picture of passport, working visa, work permit, and medical certificate, details of employment contract picture cards (Appendix 3) 1.3.2 Lecture notes
1.4. Workers' rights and responsibilities in Malaysia	120 minutes	1.4.1 – 1.4.2 Lecture notes 1.4.3 Lecture notes and role play script
1.5 Benefits and challenges of labour migration	100 minutes	1.5.1 – 1.5.6 Lecture notes
1.6 Activity: "Agree" or "Disagree"	30 minutes	Posters of word "Agree" and "Disagree", and list of statements (see Appendix 4)
1.7 Finding solutions to challenging situations	30 minutes	Case studies
Total Time	450 minutes (7.5 hours)	

Training guide

Quiz



Activity

How much do you know about Malaysian culture?



Timeframe

20 minutes



Materials needed

One A4 sheet with "TRUE" written on it and one A4 sheet with "FALSE" written on it (see Appendix 2); statements for participants to answer.



Facilitator's instructions & methods

1. Introduce the topic of the module
2. Inform the participants that they will be asked a series of questions which may be answered by "TRUE" or "FALSE". These questions are about the people in Malaysia. The group will discuss some of the questions about Malaysia introduced during the pre-test.
3. Instruct the participants to stand or line up in front of the sheet which bears his or her answer: TRUE or FALSE as the statements are read out.
4. Deepen the discussion by asking: "How important do you think it is to know the information mentioned in our activity? Explain your answer."
5. Allow participants to ask further questions.

1.1 Activity: How much do you know about Malaysian culture?

Answer the following questions:

1. **Malay or Bahasa Malaysia is the official language of Malaysia.**
☐ TRUE or ☐ FALSE
2. **Muslims in Malaysia pray three times a day – at dawn, at noontime, and at night.**
☐ TRUE or ☐ FALSE
3. **Muslim women in Malaysia cover their heads and wear loose clothes in public places.**
☐ TRUE or ☐ FALSE
4. **All government offices and banks are closed every Friday in Malaysia, so Muslims can do their Friday worship in mosques.**
☐ TRUE or ☐ FALSE
5. **Islam is the official religion of Malaysia, but there are many other religions practiced.**
☐ TRUE or ☐ FALSE
6. **Pork is prohibited in the diet of Muslims, beef is prohibited for Hindus.**
☐ TRUE or ☐ FALSE
7. **Muslims are required to abstain from eating and drinking from sunset to dawn during the time of Ramadan.**
☐ TRUE or ☐ FALSE



Answer Key

- 1) **TRUE.**
- 2) **FALSE.** Muslims pray 5 times a day - Pre-dawn, noon, afternoon, sunset, evening.
- 3) **TRUE.** However, some Muslim women may choose not to wear a headscarf.
- 4) **FALSE.** However, Friday is an official rest day in the Northern States of Kedah, Kelantan, and Terengganu.
- 5) **TRUE.** Other religions practiced include Buddhism, Hinduism, and Christianity.
- 6) **TRUE.**
- 7) **FALSE.** Muslims are required to abstain from eating and drinking from dawn to sunset during the time of Ramadan, not from sunset to dawn.

Training guide

Brainstorming and lecture



Things to know about Malaysia and its culture



Timeframe

60 minutes



Materials needed

Lecture notes



Facilitator's instructions & methods

1. Deliver a lecture by describing Malaysia using the notes in "Basic information about Malaysia" (capital, climate, population, race/ethnic group, religion, language, government, public holidays and celebrations).
2. Deliver the lecture "Culture and etiquette in Malaysia".
3. Ask participants if they have any questions.

1.2 Things to know about Malaysia and its culture

1.2.1 Basic information about Malaysia

Malaysia is located southeast of Viet Nam. It is composed of two main land masses that are separated by the Southeast Sea. One land mass is located on the Malay Peninsula and the other is situated on the island of Borneo.



Capital: The capital city Kuala Lumpur is located in the Malay Peninsula, and has a population of 7.2 million people. The working week is Monday through Friday.

Climate: Malaysia is hot and humid throughout the year with temperatures averaging 30°C. The monsoon season runs from September through December, but sudden showers occur all year long. Many people carry an umbrella every day.

Population: Approximately 27 million, with 20 million people living in Peninsular Malaysia and 7 million in Malaysian Borneo.

People: The three main ethnic groups are Malay, which comprise 53 per cent of the population; Malaysian-Chinese, which form the second largest with 25 per cent; and the Malaysian-Indian, which constitute the smallest, forming 10 per cent of the population.

Religion: Islam is the official religion, and is practiced by 60.4 per cent of the population. Other prominent religions include Buddhism, Hinduism, and Christianity.

Interpersonal communication: Malaysians are polite and friendly, and always say "Thank you" and "Excuse me" when interacting with others. Staring at people is considered rude. Some Malaysian-Chinese speak louder than you may be used to – try not to be offended by the tone of the voice, but instead listen to the words and what they are saying.

NOTES
FOR FACILITATOR

Language: Malay or Bahasa Malaysia is the official language of Malaysia. Malaysian-Chinese speak Cantonese or Mandarin, while the Malaysian-Indian population speak Tamil. English is also used in education and business, and most Malaysians in urban areas speak some English.

Government: Malaysia is a parliamentary democracy and constitutional monarchy. His Majesty the Yang di-Pertuan Agong is the King.

Currency: The currency in Malaysia is the Ringgit (MYR).

Traffic: Cars drive on the left in Malaysia. In Viet Nam the vehicles drive on the right. Traffic can be very heavy, particularly in major cities. Be careful when walking near main roads. Use sidewalks and pedestrian crossings when available. Only cross at pedestrian lights when the light is green. Look right, then left, before crossing the road.

Work week: Although most Malays are Muslim, not all of Malaysia follows the traditional Islamic working week in which Friday is the Islamic holy day and the weekend takes place on Friday and Saturday. Only five Malaysian states follow the Islamic work week of Sunday through Thursday. These include Perlis, Johor, Kedah, Kelantan, and Terengganu. Most government agencies are closed on Saturdays and Sundays, except those in Johor, Kedah, Kelantan, Perlis and Terengganu, where government agencies are closed on Fridays and Saturdays.

Public holidays and celebrations: Holidays in Malaysia are of two types: National and district. National holidays are observed by most government agencies and private organizations in all states. District holidays are observed only by a particular state.

Public holidays with fixed dates

New Year's Day	1 Jan
Federal Territory Day	1 Feb
Labour Day	1 May
Malaysian King's Birthday	1 Jun
Merdeka Day (national day)	31 Aug
Malaysia Day	16 Sep
Christmas Day	25 Dec

Other holidays

- Chinese New Year
- Maulud Nabi (Birth of Prophet Mohammad)
- Wesak Day (Birth of Buddha)
- Hari Raya Puasa (End of Ramadan)
- Deepavali (Not celebrated in Labuan and Sarawak)
- Hari Raya Qurban (Feast of Sacrifice)



1.2.2 Culture and etiquette in Malaysia

Here are some of the cultural values of the Malaysian people and tips on etiquette that you will need to understand in order to successfully work and live in Malaysia.

* Religious traditions

TRAINING GUIDE

Islam is the official religion of Malaysia. Other religions can also be freely practiced, including Buddhism, Hinduism, and Christianity.

Muslims pray at least five times a day: at dawn, noon, mid-afternoon, sunset, and at night

Muslims are required to abstain from eating and drinking from dawn to sunset during Ramadan. You should be careful not to eat in front of fasting Muslims or offer them food, as this may be seen as offensive. Some Hindus will worship by fasting on particular days, depending on which God they are recognizing. Some will meditate daily to demonstrate their worship.



* Dietary restrictions

TRAINING GUIDE

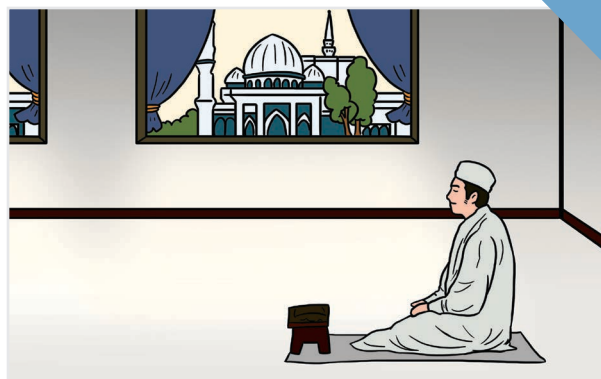
Take religious and personal dietary requirements very seriously, especially if you are cooking in your job – many people get very upset if they eat something that they are forbidden to eat. Muslims do not eat pork, and meat that has not been slaughtered according to Islamic Rites (*halal*). Food must be Halal, which means that it is “permissible.” Generally, Muslims do not drink alcohol. If you are preparing food for a Muslim family, be sure that you don’t use the same utensils you used to cook pork for yourself to prepare food for them. Many Hindus will not eat beef, and some will be vegetarian.



* Friday worship

TRAINING GUIDE

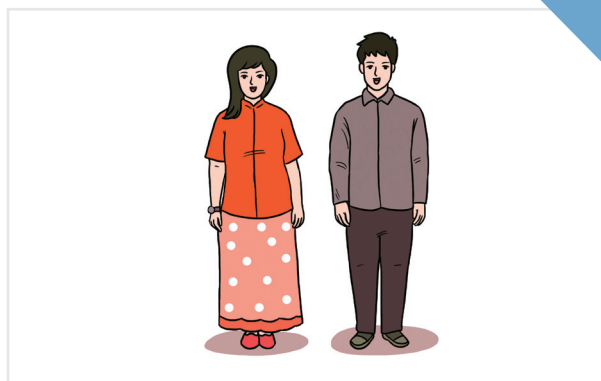
Friday is the day of worship for Muslims, and government offices and banks are closed two hours every Friday for prayer time. In Johor, Kedah, Kelantan Perlis and Terengganu, weekends fall on Friday and Saturday. Hindus do not have a particular day for worship. The day of worship for Christians is Sunday.



* Dress code

TRAINING GUIDE

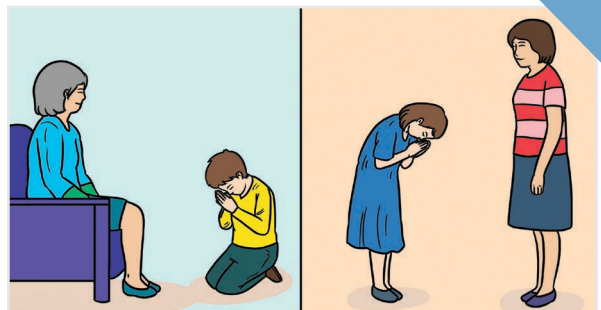
Muslim women dress modestly and may choose to cover their heads and wear loose clothing. As a sign of respect, non-Muslim women who go to public places should also dress modestly and cover their upper arms and knees. Men should avoid wearing shorts.



* Family centred with a high respect for elders

TRAINING GUIDE

Malaysians are family-oriented people, and households often contain extended families living together. Recreational activities are done with the members of the family, including elderly relatives.



* The importance of “saving one’s face”

TRAINING GUIDE

Malaysians strive to maintain “face” and avoid shame both in public and private situations. You will be familiar with this concept from Viet Nam – it is very similar. “Face” can mean being seen as of good character and held in esteem by one’s peers. It can be “lost” by openly criticizing, insulting, or challenging someone in authority, by showing anger, or by bringing shame on an individual or group. Face can be “saved” by remaining calm and polite, and dealing with disagreements in private.



* Respect for the government

TRAINING GUIDE

The Government is highly respected in Malaysian society. Avoid criticizing the Government or their officials. You are expected to remain neutral or unbiased if you hear someone criticize the Government or express opposition against their officials. Political dissent can be dangerous, and you should not get involved in a protest or political movement.



* Etiquette

TRAINING GUIDE

- Use your right hand when eating or when giving and receiving objects. The left hand is considered unclean and should not be used in contact with others, to eat, or to pass things.
- Feet are believed to be unclean. Never move or touch anything with your feet. Never point your feet at another person.
- Do not offer alcohol to Muslims as they are not allowed to drink alcohol.
- Remove your shoes before entering a home.
- Pointing with your finger is considered rude. When you must indicate to something or someone, use the entire right hand with your palm out. You can also point with your right thumb, as long as all four fingers are curled down.
- Hugging and kissing in public is considered inappropriate.



* Personal safety tips

TRAINING GUIDE

- Bag snatching can occur. Don't carry large sums of cash on you. Keep your bag closed or zipped up and close to your body at all times.
- If you experience assault or harassment, try to ignore offensive remarks and settle the situation. If this is not possible, try to make loud noises to attract the attention of those around you. Remember the incident so that you can report it to the police.
- The trafficking or use of illegal drugs is an offence in Malaysia, and the penalty for such an offence is death.
- Gambling in Malaysia, apart from in authorized venues such as casinos, is illegal.



1.2.3 Activity: Communication styles



Activity

Meaning versus tone



Timeframe

20 minutes



Materials needed

None



Facilitator's instructions & methods

1. Demonstrate the difference between meaning and tone of voice by making some mean statements using a nice voice (e.g., "You did a terrible job cleaning the kitchen, go clean it again!!") and by making some nice statements using a mean voice (e.g., "You did a great job today!"). Explain that everyone communicates differently and sometimes if people sound like they are yelling, you should not immediately think they are blaming you for something you did.
2. Some cultures communicate at a higher volume and with a higher speed than other cultures in normal circumstances. Different cultures ascribe different meanings to features and qualities of tone of voice.
3. Ask the group for six volunteers and form three pairs. Give each pair one of the sentences below. The first participant will say the statement in a nice voice at a low volume; the second participant will say the statement aggressively, fast, and in a loud voice. Ask the group to discuss how the statement is different if the tone of voice is different. Does it change the meaning of what is being said?
4. Use the following sentences
 - a. "After you have cleaned the kitchen, could you please mop and clean the bathroom?"
 - b. "I need you to work an extra eight hours this week. I will pay you the overtime rate you are entitled to."
 - c. "You need to learn the safety protocols of our factory. Come to the training on Tuesday morning."
5. Explain to participants: Malaysians may speak at a higher volume than you may be used to – try not to be offended by the tone of the voice, but listen to the words.

Training guide

Brainstorming and lecture



Activity

Documents needed to travel to Malaysia



Timeframe

50 minutes



Materials needed

The facilitator should bring with them examples of the following material to show to participants: employment contracts, passports, entry visa, work permit and medical certificate, details of employment contract picture cards (appendix 3).



Facilitator's instructions & methods

Continued on next page ►

1.3 Relevant laws in Malaysia

1.3.1 Documents needed to travel to Malaysia

There are several documents that you need in order to work abroad. These are:

**Employment contract**

TRAINING GUIDE

This is a document that you have to sign with your employer. This is an agreement between you and your employer with respect to the conditions of work, wages, and rest periods, among other things. It is a legal document that lays down the duties and obligations you must fulfill for your employer and the corresponding obligations that the employer must abide by in return for your services. Make sure you obtain a copy of your contract while in Viet Nam. Your contract should be in your local language. If you cannot read, ask for assistance from an Employment Service Centre, an NGO or Migrant Worker Resource Centre (MRC) to explain what is written in the contract.



Be certain that you understand exactly what your contract says and where your workplace will be – the address of your workplace should be written in your contract, and you can check if it really is a factory, farm, or other place of work, by using the Internet.

When you arrive at the destination, if the work is not in line with what is stated in your contract, you should contact your recruitment agency, a trade union, an NGO, or local authorities. Their contact details are given in Section 1.5.6 of this Module.

Exercise – Use a large sheet of paper or flip chart and stick A5 pictures representing the minimum terms on to it as you explain what should be included and understood in any contract (Appendix 3) .

- Names – your name and the employer's name or recruitment agency name;
- Where you are going to work;
- What duties you will be expected to perform;
- How much you will be paid, how overtime will be calculated and any deductions to be made;
- What holidays, leave, or time off you will receive;
- Your employer's address and phone number;
- Termination guidelines – what happens at the end of your contract;
- Dispute settlement procedures; and
- Insurance schemes that your employer must cover.

Remember, you have the right to ask for changes to the contract before you sign it, and you also have the right to refuse to sign the contract.

☐

I have read and understand my employment contract

Facilitator's instructions & methods

1. Ask participants to think about the documents they need to prepare before travelling to Malaysia. Ask: "What documents have you already prepared?"
2. Deliver the lecture "Documents needed to travel to Malaysia". While speaking about each of the documents, refer to pictures of a passport, work visa, work permit, employment contract, and medical certificate. Use the suggested exercises to keep participants engaged and contributing to the discussion.
3. Have and use examples of each document that will be discussed. Check with all participants that they have all the documents and understand the importance of each.

Passport

TRAINING GUIDE

A passport is an identity document issued by a government to a citizen allowing that person to travel abroad and re-enter their home country.



Your passport belongs to you and only you should decide what happens to your passport. The right for you to hold your passport is provided for under section 12(d) of the Passport Act (1966) of Malaysia. If your employer or agent needs your passport for immigration matters, you can authorize that person to keep your passport for that purpose and for a limited time. You should receive or ask for a letter confirming this. At the end of that time, you should get your passport back. If for any reason you want to get your passport back before this, you can ask for its return. Do so by giving your employer/agent a letter that revokes your permission for him or her to keep it. Your passport **MUST** be returned to you. If your employer fails to do so, they are breaking the law and you should lodge a complaint in person at the Immigration Department and your Embassy.

If your passport is lost or stolen while in the possession of your employer/agent, your employer/agent is required to lodge a report at the police station in order to obtain a new passport from your Embassy. Your employer/agent must pay for the replacement without deducting costs from your salary.

If your passport is lost or stolen while in your possession, you must complete the above process yourself and bear the cost. In both cases, as soon as you receive your new passport, your employer/agent has to go immediately to the Immigration Department to have a new work permit placed in your passport.

☐

I have a valid passport

Medical certificate

TRAINING GUIDE

This certificate ensures that you are healthy or have not contracted any contagious diseases prior to your departure. You will be subject to another medical check-up and another medical certificate will be issued to you the moment you arrive in Malaysia.


☐

I have a valid medical certificate

* **Work permit**

TRAINING GUIDE

A work permit is a legal document issued by a government to a non-citizen allowing them to work in the respective country under a set of prescribed conditions. The work permit is a sticker that is placed inside your passport. The employer named in your work permit must be the same employer named in the contract you signed, as only this employer is legally recognized by the Malaysian authorities. If the employer names are different, please seek help from your Embassy, a trade union, or one of the NGOs listed at the back of this booklet. A work permit is granted by the Malaysian Government to allow you to stay in Malaysia for one year. It must be renewed every year, at least one month before it expires. The work permit also expires at the end of the employment contract.

☐

I have a valid work permit

* **Entry visa**

TRAINING GUIDE

The visa is stamped into your passport by the Embassy of Malaysia in Viet Nam. The visa serves as permission for you to enter Malaysia and is valid for three months from the date it was issued.

☐

I have a valid entry visa

* **ID card (I-Kad)**

TRAINING GUIDE

The I-Kad is an identification card issued by the Malaysian Immigration Department that has a photo and contains biometric information of the holder. The I-Kad is issued to documented migrant workers, and allows you to travel in Malaysia safely, without fear of arrest, since the card identifies the holder as being legally in the country. Your employer must give you your identity card. You are required to carry your I-Kad with you at all times.

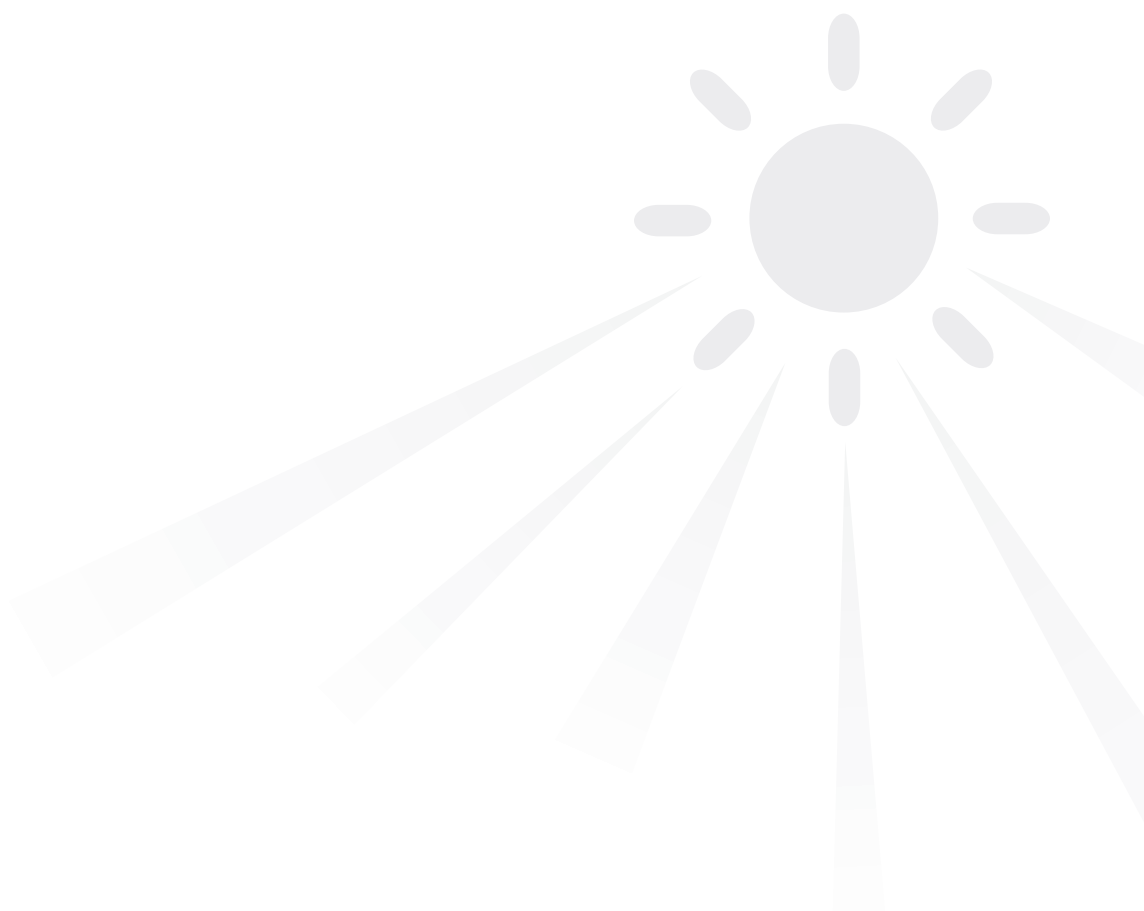
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I will request my I-Kad upon arrival to Malaysia

Exercise

Using the “yes” and “no” lines, check that all workers are familiar with the following requirements for a work permit:

- That you are at least 21 years old;
- That your employment is for at least two years and limited to a maximum of five years;
- That the employer is responsible for your return to Viet Nam;
- That the migrant worker should be provided with suitable accommodation, with men and women separated from each other;
- That you are allowed to work only for the employer who brought you to Malaysia;
- That the work permit is valid only for one year and must be renewed every year;
- That the work permit should be renewed by the employer three months before it expires; and
- That your employment can be terminated and the work permit cancelled anytime, subject to law.



Training guide



Activity

What to know about
Malaysia's laws



Timeframe

20 minutes

Materials
needed

Lecture notes

Facilitator's
instructions &
methods

1. Deliver a lecture on "What to know about Malaysia's laws".
2. After you have finished the lecture ask three to five participants to recall three things they need to keep in mind about the law in Malaysia.

1.3.2 What to know about Malaysia's laws

While your basic rights are assured under Malaysia's laws, there are a few things that you should bear in mind:

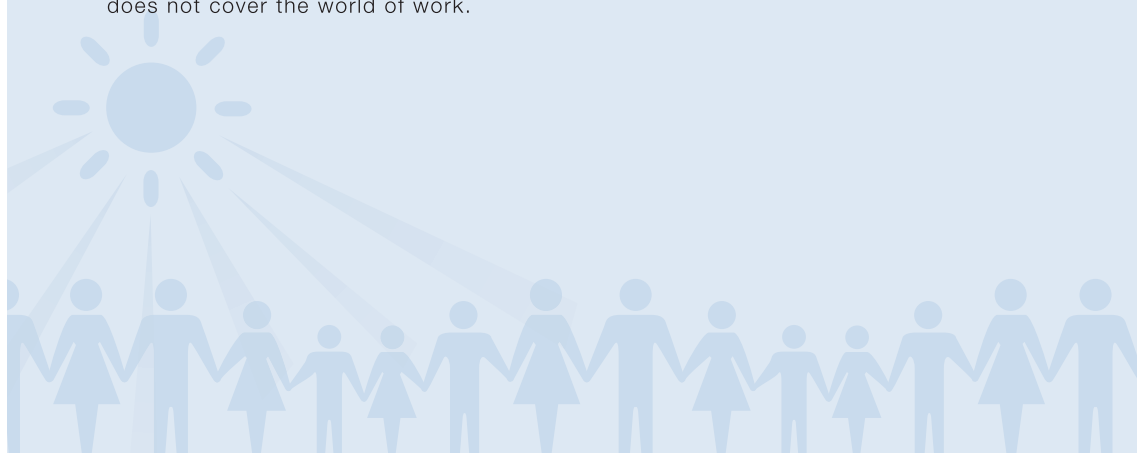
- * Have several photocopies of your passport, visa, work permit, ID cards, contract, receipts and other travel documents. Give one copy to your family or a friend before you leave Viet Nam. Place the original documents in a safe place. Bring copies with you to your workplace and anywhere you go. These are important in case of a dispute.

Ask participants, "Who has already made copies?" and, "Who have you left those copies with?"

- * Request and then keep a copy of your pay slips from your employer. Write down the number of hours you work each week. Check your pay slip carefully: If the wage you received is less than what is shown on your pay slip, contact your employer first to resolve this issue. If you cannot resolve this issue, contact one of the organizations listed in Section 1.5.6. This is a common area of labour fraud.

Show an example of a payslip and demonstrate how to read a payslip.

- * The conditions of your work permit forbid you from marrying a local while working in Malaysia.
- * You are advised to refrain from having children, as this could lead to loss of work status and possibly deportation. These conditions may be outlined in your contract with the Vietnamese recruitment agency or your employer. It is not a violation under Malaysia Labour Law to become pregnant. Only you have the right to make decisions that concern your reproductive health. If you do get pregnant, you are entitled to maternity cover of two months' salary under Malaysian Labour Law.
- * You will undergo compulsory HIV/AIDS testing, and you will need to return home if you test positive. Confidentiality of results is not guaranteed. The Foreign Workers Medical Examination Agency is in charge of medical screenings and notifies the Immigration Department of the HIV test results; the Immigration Department then informs the employer.
- * There is a very complicated process before you can legally go on strike. Unless you are prepared to risk arrest and deportation, it is advisable to seek an alternative approach to solving your problems at work.
- * Sharia law operates in parallel to the Malaysian court system. Its application is restricted to family matters. Sharia law does not apply to non-Muslims and it does not cover the world of work.



Training guide

Lecture



Activity

Workers' rights in Malaysia



Timeframe

30 minutes



Materials needed

Lecture notes



Facilitator's instructions & methods

1. Start by explaining the concept of rights and workers' rights. Make sure participants understand that they cannot contract away their fundamental rights under Malaysian law, and that all workers are entitled to these rights.
2. Ask participants if they are aware of any rights they will have in Malaysia.
3. Remind participants that they have both rights and responsibilities. You will be discussing rights first.
4. Deliver the lectures "Workers' rights in Malaysia" and "Your wages and salary deductions".

1.4 Workers' rights and responsibilities in Malaysia

1.4.1 Employers' responsibilities and workers' rights in Malaysia

Workers need to be aware of their rights and responsibilities under Malaysian law. The relevant laws that give protection to employees whose salaries are below MYR2,000 per month include the Contract Act 1950, the Industrial Relations Act 1967, and also the Employment Act 1955.

Under these laws your employer has the responsibility to:

- * Provide a safe place of work and treat employees with respect.
- * Give you one full rest day each week (24 hours of continuous rest).
- * Give you 11 public holidays a year, and paid annual leave, which depends on the number of years you have worked with the same employer or agent. Most workers have the right to 8 working days off each year before two years of service, and 12 between two and five years. This is in addition to your one day off each week.
- * Insure you under the Foreign Workers' Compensation Scheme and give you an insurance card. This scheme provides compensation for death, injuries, lost wages, and to a limited extent, hospitalization caused by an accident during or outside working hours. If you have been injured in an accident and have been treated in a hospital, the employer is required to make a report at the Labour Department, who will then process the insurance claim. Claims under the Foreign Workers' Compensation Scheme take a long time to process, so be prepared to wait. If an employer does not give you the insurance card despite several requests, there is a possibility that the employer has not purchased this compulsory insurance for you. Go in person to the nearest Labour Department and lodge a complaint.
- * Organize your health insurance. This is compulsory under the Hospitalisation and Surgical Scheme for Foreign Workers (SPIKPA). It should provide for hospitalisation, surgery and cost of treatment of foreign workers at government and private hospitals, and involves cashless admission only by showing your passport. If you work in a plantation or are a domestic worker, your employer should finance it. If you fail to buy it, you will not be permitted to renew your work permit. It is likely your employer will arrange for the insurance but will pass on the cost to you. The employer is entitled to do so unless your employment contract stipulates otherwise. Ask if you are paying for this Compensation Scheme, and if yes, ask how much is being deducted from your pay each month. Request for a copy of the insurance policy from your employer so that you know what the medical cover is.
- * Follow the correct procedures if they wish to terminate your contract. If your employer fails to follow these procedures, you can file a complaint for unlawful dismissal. However, you must file a complaint in person with the Industrial Relations Department (IRD) within 60 days of the termination, and the IRD will call for an inquiry. This process may take several months. Ask the IRD for a letter to the Immigration Department to stop your employer from canceling your work permit. If the termination is legal, you have to return to your country of origin.

You have the following rights:

- * **The right to seek healthcare.** Employers should provide you with health insurance and the government needs to extend their health services to migrant workers. Go to government-run or private hospitals and/or clinics in Malaysia. Depending on your contract you may have to pay charges for treatment. Government-run clinics and hospitals are cheaper.
- * **The right to seek justice.** International conventions protect the right of anyone to seek justice. You have the right to a legal counsel, a fair and just trial, and the protection from baseless accusations.
- * **You have the right to terminate your employment (resign)** by giving 14 days' notice of termination in writing (Article 57 of the 1955 Employment Act). You must be prepared for the consequences for prematurely terminating your contract, which may include (depending on the contract and how quickly the termination comes into effect) forfeiting one month's wages and having to pay for your return flight. Your employer may also ask you for compensation and/or you may lose the deposit paid to the recruitment agency in Viet Nam.
- * **You have the right to join a trade union,** though you cannot hold an official title, even if your employment contract says otherwise. You should not be fired for joining a trade union.



Additional notes:

Deliver this lecture only if you are giving training to migrants who are going to be domestic workers.

I am a domestic worker. What rights do I have?

Apart from claiming for unpaid wages, many of the rights we have discussed DO NOT APPLY to domestic workers under Malaysian labour laws. However, you should not be asked to work anywhere else but the home of the person who has employed you. You cannot be asked to work in restaurants, shops, or other commercial workplaces. As to a day of rest, check this with your Embassy. Such provisions are based on country agreements.

Statement of understanding:

The "Statement of Understanding" is a document which the employer or a placement agency may ask a domestic worker to sign upon arrival in Malaysia. This agreement places several restrictions on the domestic worker, including:

- That her presence in Malaysia is strictly for the purpose of employment as a domestic worker;
- That she will not seek for a change of employment or employer;
- That she will not engage in immoral activities and always maintain good conduct while in Malaysia;
- That she will not marry a Malaysian or any permanent resident in Malaysia;
- That upon termination of her employment under any circumstances, she will immediately surrender her passport and VP(TE) card to her employer for cancellation of her Pass by the Immigration Department;
- That she will return to her country of origin as soon as possible after the termination of her employment;
- That she will ask her employer for permission before leaving the house to go somewhere; and
- That she will not participate in any organizational activities or try to establish any organization or group in Malaysia.

It is important for you to understand that you do not need to sign this document for employment. Signing this document may lead to violation of your rights, as it may restrict you from transferring to another employer if you are exposed to abuse, and it may restrict your right to freedom of movement.

Training guide

 Activity

Your wages and salary deductions

 Timeframe

45 minutes

 Materials needed

Flip chart, markers, note cards or sticky notes

 Facilitator's instructions & methods

Continued on next page ►

1.4.2 Wages, costs and salary deductions

Wage payment:

- * You are entitled to the minimum wage, which is set at MYR4.35 per hour or MYR900 per month. This applies to Peninsular Malaysia only.
- * Your employer must pay your wages on a regular basis. Wages for the previous month's work must be paid by the 7th of the following month.
- * You have the right to be paid into a bank account and to be given a pay slip.
- * You have the right to refuse to work overtime. The maximum working time is 48 hours per week. If you agree to work more than the normal working hours your employer must pay overtime rates:
 - If you work for more than 8 hours in a day, subsequent hours are paid at 1.5 times your hourly wage.
 - If you work on your rest day, you should be paid two times your hourly rate.
 - Overtime rates do not apply in the construction industry.

**Costs to migrate and salary deductions:****Remember:**

Collect a receipt for everything you pay for! Get an outline of costs (in writing if possible) upfront and before you agree to any contract. Talk to your recruitment agency and make sure you understand all deductions that your employer will make, and have these details in writing.

There are various costs involved in migration, some are standard fees, and others vary depending on the recruitment agency. You will be expected to pay a fee to the recruitment agency for facilitating the migration process. Your employer or recruiter may pay for some costs upfront, and you may be required to pay them back out of your salary. This is called salary deduction. In most countries, employers are legally prohibited from deducting 100 per cent of your salary.

Costs incurred while still in Viet Nam:**This could include costs for:**

- * Obtaining the necessary documents (passport/visa/work permit) to exit Viet Nam and enter Malaysia
- * Flight tickets and other transportation costs. According to regulations, the migrant worker must pay for the flight to Malaysia and the employer will cover the return flight if the work term is completed.
- * Training, and the costs of accommodation and food during the training period
- * Health checks



Facilitator's instructions & methods

Before teaching this module, the facilitator will need to confirm the current charges for: brokerage fee, visa cost, guarantee deposit, payment to Fund for Overseas Employment Assistance, Foreign Worker Levy, Income Tax rates, and accommodation deductions. These may change on a regular basis and require updating.

1. Definitions for this module are contained in the glossary of terms.
2. Ask participants to work in pairs to discuss the question, "What costs are involved in migrating abroad?"
3. Distribute two or three note cards or sticky notes to each pair and invite them to write down or draw their responses on the note cards. Remind them to write or draw only one idea per note card. After five minutes, invite them to post their note cards on the wall.
4. Review their responses and add the additional answers below, if relevant to the local context:
 - Passport, work visa, work permit, health examination;
 - Local transportation, departure ticket;
 - Job orientation/training;
 - Broker fee, recruitment agency fee;
 - Accommodation and food during job orientation/training; ,
 - Accommodation and food at destination;
 - Local transport for families who visit their family member in pre-departure training;
 - Additional hired labour (to substitute the work previously done by migrant worker); and
 - New personal items such as clothing, suitcase, phone, etc.

Deliver lecture 1.4.2 on wages, costs and salary deductions.

NOTES FOR FACILITATOR

In Viet Nam, workers who are recruited and have signed a contract with a recruitment agency should expect to pay the following expenses:

1. Brokerage fee

The brokerage fee is currently set as follows:

+ VND _____ for a male worker with an employment contract of three years

+ VND _____ for a female worker with an employment contract of three years

The amount must be stated clearly in the contract between the Malaysia and Viet Nam recruitment agencies and in the contract signed between the recruitment agency in Viet Nam and the worker. In most cases, this fee is paid up front by the worker.

In the event that workers have to return to Viet Nam prior to the expiration of their employment contract due to force majeure (natural calamities, wars, bankruptcy of the receiving companies) or other reasons that are not the workers' fault, the Vietnamese recruitment agency shall request the Malaysian recruitment agency to reimburse part of the brokerage fee under the following principles:

- * If workers were employed for less than 50 per cent of the contract period, 50 per cent of the brokerage fee shall be reimbursed.
- * Workers who were employed for more than 50 per cent of the contract period will not be reimbursed the brokerage fee.
- * If the Malaysian service company does not reimburse the workers, the Vietnamese recruitment agency shall be responsible for reimbursing the workers.

2. Service fee

The ceiling of the service fee is one month of the basic salary agreed upon in the contract for one year of work. The Vietnamese recruitment agency shall agree with the worker on a one-time payment or a series of installment payments.

In case workers violate the contract or the law of the receiving country and have to return to Viet Nam early, the recruitment agency will still collect the service fee in accordance with the signed contract.

3. Fee for visa application

The visa application fee is currently US\$ _____ per person, or VND_____.

4. One-way air ticket from Viet Nam to Malaysia (including airport tax).

The fee for the air ticket will be stated when the ticket is purchased. At the moment it is approximately VND_____



5. Fund for Overseas Employment Assistance

You are required to make a contribution of VND_____ to the Overseas Employment Assistance Fund. The purpose of this fund is to support diplomatic missions, consulates and related agencies to protect the rights and interests of overseas Vietnamese migrant workers, as well as to provide emergency humanitarian aid and support (e.g. repatriation), as required. This fund is managed by the Ministry of Labour, War Invalids and Social Affairs and is a non-profit fund.

Costs incurred in Malaysia:**1. Guarantee deposit**

The guarantee deposit is MYR _____. The Malaysian employer will open a local bank account to deposit the money.

2. Foreign worker levy

You are required to pay for the annual foreign workers' levy, set between MYR34.16 and MYR154.16 per month, depending on the sector in which you work. The levy fee is paid to the Immigration Department and proof of payment is required as a reference when applying for a visa.

Levy rates, in Malaysian ringgit (MYR)

Sector	Peninsula Malaysia	Sabah and Sarawak
Manufacturing and construction	1,250	1,010
Services	1,850	1,490
Plantation	590	590
Agriculture and domestic work	410	410

3. Income tax

Workers shall be responsible for paying income tax in accordance with the regulation of Malaysia

- * For workers in the plantation sector or domestic service, the rate is MYR_____ per worker per year;
- * For workers in the manufacturing, construction sectors, the rate is MYR_____ per worker per year.
- * For male workers in service sector, the rate is MYR_____ per person per year.

4. Accommodation expenses

- * The employer can deduct a maximum of MYR_____ per month for accommodation and related expenses.
- * Be careful – employers may set a limit on the amount of electricity and water you can use each month and charge you extra if you exceed the limit. Get this in writing.

Training guide



Activity

Workers' responsibilities
in Malaysia



Timeframe

45 minutes

Materials
needed

Lecture notes, flip chart,
role play script

Facilitator's
instructions &
methods

1. Ask participants what they think their responsibilities at work are. What do they admire in good workers? What do they dislike in bad workers? What kind of worker do they want to be? What kind of workers do they think employers like best?
2. Discuss the workers' responsibilities listed. Ask participants to contribute more ideas and list them on a flip chart.
3. Ask participants if they have ever experienced conflicts in their workplace or with their family and how they have resolved this.
4. Explain that you will discuss three conflict resolution techniques – talking with your employer, mediation, and resolution through official channels. Instruct participants through the short role-play.

1.4.3 Workers' responsibilities in Malaysia

While you are given certain rights, you also must honour your responsibilities:

- * You must notify your employer if you are ill and cannot attend work. The Labour Law states that if you are absent from your work for more than two consecutive days, for whatever reason, without telling your employer, your contract will be automatically terminated.



- * Once your visa, employment contract, or work-permit expires, you must leave Malaysia. If you do not leave, you will be considered an irregular migrant worker. Do not change employers or accept a job offer while your employment contract is still in effect. It is a violation of the Labour Law to accept a job with an employer different from the one stated in your contract. If you are having difficulties with your employer, find remedies by speaking to someone you trust, including the Embassy, an MRC, the recruitment agency, or others. Note that if you are being abused – physically, sexually, or emotionally – you should get out of the situation as soon as possible.

- * Show up for work 15 minutes before your starting time. Take your breaks at the times prescribed, and end your work on time.

- * Complete your work to a high standard, efficiently and quickly. Personal tasks, like taking phone calls during work hours are generally not permitted.

- * Take care of equipment, machines, and tools. Your employer has invested in this equipment and expects you to take care of it.

- * Turn up to work neatly dressed, bathed, and groomed.

- * Clean up your workplace after your tasks are finished, and clean up your tools and arrange them properly after your work.

- * Obey the safety and other rules of your employer. You may otherwise be terminated for "misconduct". This can include:

- Misconduct relating to your duties, such as carelessness, putting yourself and others in danger, fraud, misappropriation, insubordination, etc.;
- Misconduct relating to your behavior, such as fighting, assault, quarrelling, gambling, damage to company property, drug abuse, etc.;
- Misconduct relating to morality, such as an indecent act, e.g., sexual harassment.



Conflict resolution

We will discuss three methods of conflict resolution: Inter-personal conflict resolution, mediation, and resolution through official channels.

1. Talk with your employer

Conflicts may arise between you and your employer or any of his or her family members, or between you and your fellow employees. First, you can try to resolve the issue between you and the other party personally. As there may be a language barrier between you and your employer, you may need to seek assistance from a colleague who speaks both Vietnamese and the local language, or perhaps a friend who can help you with translation.

**Here are a few tips:**

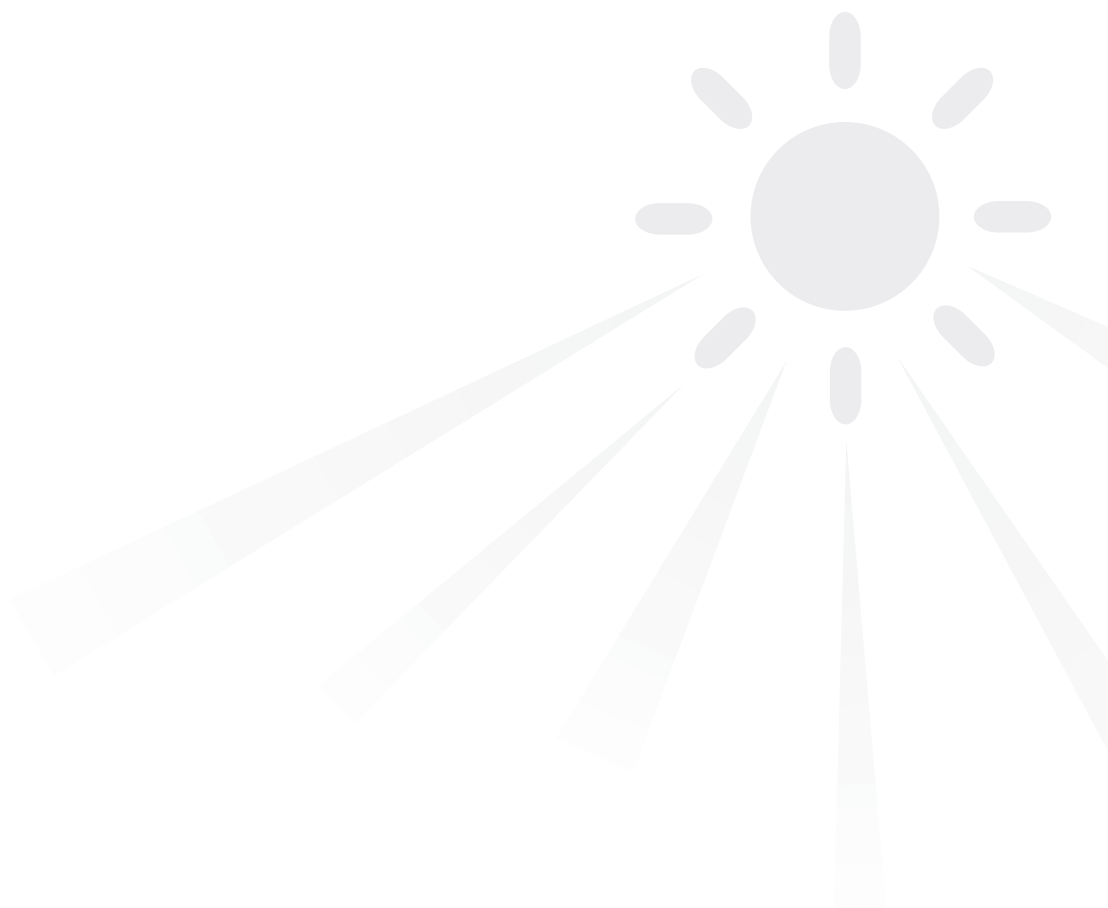
- * Identify the root cause of the problem.** Has the employer violated your rights, or have you failed to deliver work in accordance with your work contract? Identify the root cause before you begin negotiating.
- * Be calm and polite.** When confronted with issues or disputes, we tend to be emotional and our speech may become loud or aggressive. Speak calmly. Your manner of speaking during the negotiations should be polite and courteous.
- * Have an open-mind.** You may insist on how you think things are, but be open to suggestions and clarifications from the other party.
- * Consider the other person's perspective.**
- * In situations where your rights have not been severely violated, you can try to reach a compromise.** Find a way in which you can work together amicably.

Training guide

Role play

Instruct the participants to role play the above steps.

- * The trainer invites two participants to lead a role-play. The other participants are asked to observe carefully.
- * Ask participants to come up with a scenario and give them five minutes to get ready.
- * In case they do not have an idea ready, the Facilitator may give them the following Sample Scenario 1: Worker 1 comes to the group leader's office because they have not received their pay for the past month.
 - **Script for Worker 1:** Worker 1 goes to the group leader to explain that they have not received their pay for the past month. Worker 1 also noticed that the previous month they were not paid the correct overtime rate.
 - **Script for Group Leader 1:** Group Leader 1 is cold and dismissive. Group Leader 1 speaks harshly to Worker 1, telling him to check their pay slips carefully and telling Worker 1 to discuss issues of pay directly after the workers receive their payslips and not waiting an entire month to raise an issue. The group leader tells the worker that the pay is correct.
- * After the role plays, ask the actors to share their feelings, and then ask the observers to share theirs. Ask participants about the body language they observed, and analyze the effects that different body language produced. Ask how the worker or group leader could have communicated more effectively.



2. Mediation

This is a conflict resolution process where a neutral person acts as an intermediary between you and the other person. If it is difficult for you to approach the other party and talk your issues over, you may seek the help of a third person. This person could be a friend, an NGO worker, the recruitment agency, a trade union, Embassy staff, or somebody who understands how to facilitate your discussion.

3. Resolution through official channels

Official complaints can be filed with authorities, such as the Labour Department or your Embassy. They will initiate an inquiry into your complaint. Disputes that reach this level will be resolved and may result in a decision that legally requires the other party to respond to the issues raised in the complaint. For example, the authorities may find violations of law and penalize the violators. This dispute resolution mechanism is used when other avenues, such as negotiation or mediation, cannot resolve the issues at hand.



Training guide

Brainstorming and lecture

 Activity

Benefits and challenges of labour migration

 Timeframe

100 minutes

 Materials needed

Lecture notes

 Facilitators instructions & methods

Continued on next page ►

1.5 Benefits and challenges of labour migration

1.5.1 Benefits and challenges of working abroad

Benefits of working abroad

- * Working abroad may give you a better salary than you would be able to earn working in Viet Nam.
- * You have the opportunity to earn and save money for your family and for your future. You can save money to start up a business, buy land, pay for education, or build a house.
- * You can improve your skills, including your work and communication skills.
- * You can broaden your horizons. You can meet other people and see new things. You can learn about another culture. You can learn another language.
- * You can earn status in your community by working abroad, since you have gone to another place and met other people. You have overcome a major challenging experience.



Challenges of working abroad

- * Separation from family and friends. Working abroad will mean you are separated from your family. This can be very difficult at times and you may be sad.
- * Adjusting to a new culture, different food and weather. You will have to adjust to people who are from a different culture, who may have traditions or behaviours different to those in Viet Nam. The food may not be the same as you are used to at home, and the weather may be hotter or colder than you are used to.
- * The high costs of migration, including air or bus fare, travel documents, training, and medical and skills testing; and the high costs in your destination country for food, accommodation, or social security schemes. You need to save money for your air or bus fare, travel documents, training, and medical and skills testing. There are also costs in the destination country that may be deducted from your salary, possibly for food, accommodation, or social security schemes.
- * The work can be difficult, the hours long, and conditions tough. You may be vulnerable to exploitation, and it might be difficult to resolve problems, as you are not a national of that country. Typically, migrants work in jobs that nationals do not want to do, so the work is probably difficult.



Facilitators instructions & methods

- a) Divide participants into three to five small groups and ask them to discuss the questions “What are the benefits of working abroad?” AND “What are the challenges of labour migration?” Ask the participants to discuss for 10 minutes and ask each group to present their answers to the class (2–3 min each). (20 minutes)
- b) Deliver lecture on point 1.5.1 “Benefits and challenges of working abroad” (10 minutes)
- c) After the lecture, ask the participants to return to their groups to discuss the difficult situations for example, situations of abuse that migrant workers might face. Ask if female and male migrant workers might face different challenges? Ask the participants to discuss for 10 minutes and to present their answers to the class (2–3 min each). You can frame the discussion (10 minutes) in terms of the risks migrant workers may face:

Economic risks

- A difference in actual and contracted pay
- Not being paid
- Having a passport and other personal identification taken and held by employer
- Being forced to pay excessive fees to employer for travel costs, hiring costs, etc.

Isolation

- Not being given time off
- Not able to communicate with friends and family
- Not having the ability to leave the employer's home

Employment responsibilities/Abuse

- Working overtime without payment
- Inadequate living space, food, etc.
- Unsafe living conditions

Physical risks

- Physical abuse
- Sexual violence

- d) Give a lecture using points 1.5.2; 1.5.3; 1.5.4; and 1.5.5. (50 minutes)
- e) You should mention to the participants that men and women can both experience the same problems – men can experience sexual abuse as well. In fact, there is evidence of men experiencing sexual abuse on board fishing vessels. You should also ask the participants to think about challenges that are particular to the kind of workplace they are going to. This section should be modified in accordance with the occupation of migrant workers being trained.



NOTES
FOR FACILITATOR**1.5.2 Labour rights violations some migrant workers might face**

Labour rights violations include any form of unfair or unjust treatment at work. This can include many things. It is not uncommon for migrants to work long hours for low pay. Migrants may work in dangerous conditions, where their safety and health is compromised. They may be subjected to physical abuse or sexual harassment.



Other labour rights violations may include:

- * Illegal recruitment, misinformation, deception with regard to the nature of work that is to be completed;
- * Human trafficking for sexual and labour exploitation;
- * Contract substitution;
- * Delay of salary payment, unauthorized wage deductions, or the withholding of salary;
- * Unjust termination of contract without notice;
- * Withholding or keeping of the passport or other identity documents by the employer in order to extract more work or limit the movement of the worker;
- * Confinement within an employer's home or the workplace; and
- * Being denied days of rest.

1.5.3 What is labour exploitation and forced labour?

Indicators of labour exploitation can include:

- * Excessive working days or hours;
- * Bad living conditions;
- * Hazardous work;
- * Low or no salary;
- * No respect of labour laws or the contract signed;
- * No social protection (contract, social insurance, etc.);
- * Very bad working conditions; and
- * Wage manipulation.

Agreeing to one of these conditions does not justify the exploitation. For example, if a country has introduced a minimum wage, this has force of law, automatically superseding any agreement made between a worker and employer to provide work at a lower wage.

Forced labour is when exploitation is made systematic by removing the element of agreement through the application of a penalty or threat of penalty.

NOTES FOR FACILITATOR

To identify whether you are in a situation of labour exploitation or forced labour you can ask yourself the following questions:

*** Are you allowed to take breaks or a day of rest once a week?**

If the answer is no, seek help from one of the organizations listed in Section 1.5.6 of this booklet.

*** Are the tasks you do the same as the ones that were agreed upon, verbally or in a contract?**

If the answer is no, seek help from one of the organizations listed in Section 1.5.6 of this booklet.

*** Do you fear your employer would fire you if you refused to work overtime?**

If the answer is yes, seek help from one of the organizations listed in Section 1.5.6 of this booklet.

*** Do you fear that your conditions of work or the tasks you do may harm you or your health?**

If the answer is yes, seek help from one of the organizations listed in Section 1.5.6 of in this booklet.

*** Is your salary below the national minimum wage?**

If the answer is yes, seek help from one of the organizations listed in Section 1.5.6 of this booklet.

*** Is there any labour law you know of that your employer doesn't comply with?**

If the answer is yes, seek help from one of the organizations listed in Section 1.5.6 of this booklet.

*** Does your employer deduct a lot of money from your salary or withhold your wages?**

If the answer is yes, seek help from one of the organizations listed in Section 1.5.6 of this booklet.



NOTES FOR FACILITATOR

1.5.4 Problems commonly experienced by female migrant workers

- * Domestic workers may face long hours of work, especially if they live with their employers;
- * Deprivation of sleep and rest;
- * Sexual harassment, sexual abuse, or rape;
- * Denial of leave or days-offs, including being forced to work while sick or injured;
- * Confiscation of travel documents, like passports, to prevent a worker from running away or with the notion that this protects workers;
- * Being prevented from contacting family members back home, Embassy officials, NGOs, or trade unions, amongst others; and
- * Human trafficking for sexual and/or labour exploitation.



1.5.5 Problems commonly experienced by male migrant workers

- * Long hours of work without rest;
- * Assignment to dangerous or unhealthy work or workplaces;
- * Exposure to harmful materials or substances in the workplace;
- * Unhealthy living conditions;
- * Physical or verbal abuse; and
- * Human trafficking for labour exploitation, or being sold by an employer/agent and forced to work for another employer.



Training guide



Activity

Seeking help in Malaysia



Timeframe

30 minutes

Materials
needed

Lecture notes

Facilitator's
instructions &
methods

Continued on next page ►

1.5.6 Seeking help in Malaysia

What should you do if you are abused?

You have the right to report a case of abuse to the relevant authorities.

1. If it is a work-place dispute (e.g., your wages are not as promised or are being withheld): Remember that if you run away from an employer, your employer may cancel your work permit and you will lose your right to stay in Malaysia legally. It may be tempting to find work elsewhere in Malaysia, but you will be subject to immediate deportation if you are caught. There are procedures to report such a case so that you do not end up being an undocumented worker in Malaysia. You can report to an NGO, the trade union, your Embassy, the police, your recruitment agency, or the Malaysian Department of Labour.

2. If it is a serious criminal case: If you experience physical, psychological, verbal, or sexual abuse, you should report this case as soon as possible. You can report to a Migrant Worker Resource Centre, an NGO, the trade union, your Embassy, the police, your recruitment agency, or the Malaysian Department of Labour. Document the abuse done to you. With a camera or mobile phone take photos of the injuries you sustained. If you don't have a camera, write about the incidence indicating the date, time, and the things done to you.

Contact details to seek help

There are various institutions that can help you when you are abused. **Remember to write these numbers down and keep them somewhere safe. Give copies to your family and friends.** Try to memorize one or two of the numbers. Here we list just a few.

Viet Nam and Malaysia state authorities:

Department of Overseas Labor, Ministry of Labor, War Invalids and Social Affairs

41B Ly Thai To street, Hoan Kiem district, Hanoi

Tel.: (04) 3824 9517

Use the following extension numbers:

Pre-departure: 511, 512, 601 – 608

While overseas: 309 – 314

Upon Return: 301 – 304

The Labour Management Section, Embassy of Socialist Republic of Viet Nam in Malaysia

Fl 4, West Block, Wisma Selangor Dredging Jalan Ampang,

50450 Kuala Lumpur

Tel.: (+60) 3 2161 1762

Fax: (+60) 3 2161 1921

Email: labourkl@yahoo.com

◀ Continued from previous page



Facilitator's instructions & methods

1. Before teaching this module, the Facilitator needs to verify the contact details listed below.
2. In the previous lecture the group discussed the types of abuse migrant workers may face. Now we will discuss how you can seek help if something goes wrong.
3. Brainstorm with participants: "In the previous group discussion we discussed some of the risks of labour migration and difficult situations you may face. What would you do if you were in one of these situations?"
4. Explain to participants that they can seek help where they feel most comfortable, e.g., a recruitment agency, NGO, or local authorities (such as the Labour Department). Take participants through the contact details of "Seeking Help" and give participants time to memorize the contact information of at least one of these institutions. Maybe try to think of a rhyme or a song to help remember the number!

Embassy of the Socialist Republic of Viet Nam in Malaysia

No 4, Persiaran Stonor
Kuala Lumpur 50450
Tel.: (+60) 3 2148 4858 / 2148 4534 / 2148 4036 / 2164 1909
Fax: (+60) 3 2148 3270/2163 6334
Email: vnemb-my@mofa.gov.vn

Malaysia's State Labour Department

Level 6-9, Block D3, Complex D
Federal Government, Administrative Centre
Putrajaya 62530 W.Putrajaya
Tel.: (+60) 3 8889 2381/ (+60) 3 8888 9111
Fax: (+60) 3 8889 2381
Email: ksml@mohr.gov.my

Labour Office Kuala Lumpur (for labour and industrial accident claims only)

Tingkat 9, Menara PERKESO
281, Jalan Ampang
50532 Kuala Lumpur
Tel.: (+60) 3 4141 4600

Labour Office Selangor (for labour and industrial accident claims only)

Suite A405-7 Tingkat
3A, West Wing
Wisma Consplant 2
No. 7, Jln SS 16/1
47500 Subang Jaya, Selangor
Tel.: (+60) 3 5636 1605; (+60) 3 5632 8800

Labour Office Johor (for labour and industrial accident claims only)

JTK Cawangan Johor Bahru
Tingkat 9 & 10, Menara Ansar
65, Jalan Trus
80000 Johor Bahru Johor
Tel.: (+60) 7224 3188/89

For immediate help* (Victim of trafficking)

Tel.: 999

Police*

Tel.: 999

SMS Helpline for labour rights

(+60) 1 2223 4357

*This number is available 24 hours per day

Migrant Worker Resource Centre:**Malaysian Trades Union Congress – Selangor & Kuala Lumpur**

Wisma MTUC, 10-5, Jalan USj 9/5T
 47620 Subang Jaya
 Selangor
 Tel.: (+60) 3 802 42953
 HOTLINE NUMBER: 012 373 4041
 Mtuc.mrc@gmail.com

Malaysian Trade Union Congress – Penang

2958 Jalan Prai Taman Indrawasih
 13600 Prai, Penang
 Tel.: (+60) 4398 1175
 Tel.: (+60) 1 9475 6897

Malaysian Trade Union Congress – Johor

No 12, Jalan Mata Kucing
 81200 Tampoi
 Johor
 Tel.: (+60) 7237 5710

Non-Governmental Organizations (NGOs):**Tenaganita (Main office)**

No. 38, Jalan Gasing
 46000 Petaling
 Malaysia
 Tel.: (+60) 3 7770 3691; (+60) 3 7770 3671

Legal Aid Centre Kuala Lumpur (Bar Council)

9th floor, Wiama Kraftangan
 No. 9, Jalan Tun Perak
 50050 Kuala Lumpur
 Tel.: (+60) 3 2691 3005; (+60) 3 2693 2072

Legal Aid Centre Johor Baharu (Bar Council)

Tingkat 5, Mahkamah Sesyen & Magistret,
 Jalan Ayer Molek,
 80000 Johor Bahru
 Tel.: (+60) 7223 5698

1.6 Activity: “Agree” or “Disagree”



Activity

“Agree” or “Disagree”



Timeframe

30 minutes



Materials needed

Posters of word “Agree” and “Disagree” (see Appendix 4) and list of statements



Facilitator's instructions & methods

To evaluate the extent of the participants' understanding of the lecture given, the Facilitator leads the class in an activity by instructing them to respond to the statements read by standing next to the “Agree” sign or the “Disagree” sign.

1. Facilitator puts posters of “Agree” and “Disagree” on the floor or the wall on different sides of the room. Then, explain to the participants that they will respond to the statements by standing next to the “Agree” sign or the “Disagree” sign.
2. Read each statement and observe where participants decide to stand. Ask participations to explain why they decided to “Agree” or “Disagree”.
3. After the participants explain their choices, the Facilitator must give the correct answer and provide the correct explanation to the participants.
4. Repeat this process for each statement.

Respond to the statements below by indicating whether you “Agree” or “Disagree”.

- 1) While working abroad, I have to keep my I-Kad on me at all times.

☐ Agree ☐ Disagree

Answer: Agree – You are required to carry your I-Kad with you at all times to prove that you are legally working and living in Malaysia. It is also a good idea to make several photocopies of your passport, visa, work permit, ID cards, and other travel documents. Place the original copies of these documents in a safe place but always bring copies with you to your workplace and anywhere you go.

- 2) I should give my passport to my employer so he or she can keep it safe.

☐ Agree ☐ Disagree

Answer: Disagree – Your passport belongs to you, and only you decide what can happen to your passport. The right for you to hold your passport is provided for under section 12(d) of the Passport Act (1966). If your employer or agent needs your passport for immigration matters, you can authorize that person to keep your passport for that purpose and for a limited time. You should receive or ask for a letter confirming this. At the end of that time, you should get your passport back.

- 3) I should not sign a contract that I do not understand.

☐ Agree ☐ Disagree

Answer: Agree – Be certain that you understand exactly what your contract says and where your workplace will be. A contract protects the rights of both the worker and the employer by recording what has been agreed by both parties.

- 4) I can accept a job offered to me by another employer.

☐ Agree ☐ Disagree

Answer: Disagree – It is a violation of labour law to accept a job with an employer other than what is stated in your contract. Do not change employers or accept offers of work while your employment contract is still in effect. According to Article 57 of the 1955 Employment Act, either the worker or the employer can terminate the contract given 14 days' notice of termination. If you are experiencing abuse, report the case to one of the organizations listed in this handbook. There are procedures to follow so that you do not end up being an undocumented person in Malaysia.

- 5) I can go and see a doctor when I am sick.

☐ Agree ☐ Disagree

Answer: Agree – You are allowed to see a doctor when you get sick. Employers should provide you with health insurance and the Government needs to extend their health services to migrant workers. Go to government-run or private hospitals and/or clinics in Malaysia. Depending on your contract, you may have to pay charges for treatment. Government-run clinics and hospitals may be cheaper.

- 6) I am allowed to have one day off every week to rest

☐ Agree ☐ Disagree

Answer: Agree – You are allowed one full rest day a week. You need to rest your body and spend time meeting friends in Malaysia or talking to your family back home.

- 7) I am not required to leave Malaysia when my contract expires.

☐ Agree ☐ Disagree

Answer: Disagree – Once your visa, employment contract, or work-permit expires, you have to leave Malaysia or else you will be considered an illegal alien and subject to arrest, detention, and deportation.

Training guide

Small group discussion and role play

Activity

Finding solutions to challenging situations -
What would you advise?

Timeframe

30 minutes

Materials needed

Case studies

Facilitator's instructions & methods

Continued on next page ►

1.7 Activity: Finding solutions to challenging situations

What form of help will you give these migrant workers?

TRAINING GUIDE

Son is a first-time migrant worker. He experiences deep sadness, especially during his day off. In his country, he usually spends his rest days and holidays with his wife and children. Now while working abroad he feels homesick and anxious.



How will you help Son?

Sample answer: I will advise Son to communicate regularly with his wife and children. This way, he will ease his sadness and longing for their presence. He can also start to make new friends in the foreign country where he is working. Spending time with friends during his day off will help him cope with homesickness and anxiety.



TRAINING GUIDE

Hung was recruited to work on a construction site. When he arrived in the host country, he was asked to sign another contract that was different from the one he signed before he left Viet Nam. In his new contract, he will work as a farmhand in an agricultural station instead of as a construction worker.



How will you help Hung?

Sample answer: I will tell Hung that contract substitution is one of the violations of the rights of a migrant worker. He should contact his recruitment agency and report this matter to them. He can also report this to the Malaysia Department of Labour, the Embassy of Viet Nam in Kuala Lumpur, a trade union (like the MTUC) or a Migrant Worker Resource Centre. Contact details for these organizations are listed in Section 1.5.6.

◀ Continued from previous page



Facilitator's instructions & methods

1. Divide the class into four small groups and instruct them to choose a group leader. The participants will find the case studies in their manuals. Assign one case study to each group. Instruct the group leader to read the case study out loud to the group. The group will brainstorm how the migrant worker can deal with the challenges they face.
2. Ask each team to organize a role play to show their proposed solutions:
 - In each team, one member acts as a storyteller, one as a migrant worker (Son, Hung, Lan, or Mai), and others act as advisers.
 - Summarize the answers given by the groups, then ask other participants to add information if they have other ideas. Add points from the "suggested answers" if these points were not raised.

TRAINING GUIDE

Lan is working in a chemical factory which may be considered hazardous to one's health. When she arrived in the factory, she was not given proper training and protection in handling the chemical solutions. Her present working condition was not mentioned in her work contract.



How will you help Lan?

Sample answer: I will suggest to Lan that she arranges a meeting with her employer. In that meeting, she can request for proper training on the right handling of chemical solutions. If her employer refuses to give her a job orientation, she can report this matter to her recruitment agency, the Malaysia Department of Labour, the Malaysian Department of Occupational Safety and Health, or the Embassy of Viet Nam in Kuala Lumpur, or to an NGO or trade union that can help her find a solution to her problem. Contact details for these organizations are listed in Section 1.5.6.

TRAINING GUIDE

Mai is working as a domestic worker in Malaysia. Her employer does not pay her on time and keeps her passport and work permit as a guarantee that she will not leave the employer's household before her contract expires.



How will you help Mai?

Sample answer: I will inform Mai that it is against the law for her employer to delay payment of her salary and to confiscate her travel documents like her passport and work permit. She must contact her recruitment agency to report this matter. Also, she can contact the Malaysia Department of Labour, the Embassy of Viet Nam in Kuala Lumpur, a trade union or Migrant Worker Resource Centre. Contact details for these organizations are listed in Section 1.5.6.



MODULE 2: **BEHAVIOUR AT WORK AND IN DAILY LIFE**

Module 2: Behaviour at work and in daily life
How to adapt to work and life in Malaysia

Objectives of the module:

For participants to understand and overcome homesickness and ways they can communicate with their families back home.

For participants to develop strategies for effective communication with their employer.

For participants to understand the importance of looking after their health, and to safeguard men and women migrant workers and their families from HIV and AIDS.

For participants to understand how to send remittances safely.

For participants to understand the basic concepts of saving and budgeting and be able to create a simple budget outline for themselves.

TRAINING GUIDE

 Topic	 Timing	 Materials needed
2.1 Activity: Puzzle in silence	20 minutes	Five sets of puzzles (see Appendix 5)
2.2 How to adapt to living in Malaysia	30 minutes	Lecture notes
2.3 At the workplace	30 minutes 30 minutes	2.3.1 – 2.3.2 Lecture notes, one balloon for each participant 2.3.3 Photocopies of role play script (see Appendix 6)
2.4 Looking after your health	120 minutes	2.4.1 Lecture notes 2.4.2 Picture cards for HIV/AIDS discussion (see Appendix 7), large sheet of paper, pens.
2.5 Activity: Be a smart spender: “Wants” and “Needs”	30 minutes	Wants and Needs picture cards (see Appendix 8)
2.6 Managing your money	130 minutes	2.6.1-2.6.2 Lecture notes 2.6.3 Remittance Cost cards (Appendix 9)
2.7 Activity: Let's make our budget	60 minutes	Budget matrix, daily income and expense sheet
Total Time	450 minutes (7.5 hours)	

2.1 Activity: Puzzle in silence

Activity

Puzzle in silence

Timeframe

20 minutes

Materials needed

Puzzle set (see Appendix 5)



Facilitator's instructions & methods

1. Introduce the topic and objectives of Module 2.
2. Direct the participants to form groups of five people (adjust depending on the number of participants in the training) and instruct them to solve the puzzle you have given them without talking to each other.
3. The group who completes the puzzle first wins the game. A maximum of five minutes is given to solve the puzzle.
4. The facilitator then deepens the discussion by asking the following questions:
 - a. To the winning group: "What made you succeed in this exercise?"
 - Possible answers may be: teamwork, cooperation, good leadership, diligence or hard work, focusing on one's goal, being task-oriented, and other similar teambuilding values.
 - b. To the groups that did not win: "What difficulties did you encounter in solving the puzzle?"
 - Possible answers may be: lack of communication, absence of teamwork, no cooperation, need of leadership, absence of focus, etc.
 - c. To all the participants: "What lessons in 'communication' learned from this activity can be applied to your situation as migrant workers?" If the participants do not respond with the answers suggested below, the facilitator may ask the participants further questions, such as, "What would you do if you faced problems at work?" Possible answers may be:
 1. Communication with one another is important to achieve group success.
 2. Communicating what the problem is leads to finding its solution.
 3. If I remain quiet during a crisis, others will not know how they can help me solve it.
 4. Isolating myself from other migrant workers who live nearby will cut off my communication lines with people who can help me when I encounter problems.
 5. I become vulnerable to abuse by others when I don't build meaningful friendships with other people.
 6. Maintaining open communication lines with my family and others may increase my personal motivation to reach my goals as a migrant worker.
 7. Through interactions with other people, I will meet new friends who will be willing to assist or help me during difficult times.
 8. When my rights are violated, I should speak out and not be passive about it. I have the right to raise my concerns with the appropriate authorities.

Training guide

Brainstorming and lecture

Activity

How to adapt to living in Malaysia

Timeframe

30 minutes

Materials needed

Lecture notes

Facilitator's instructions & methods

Open the lecture by underscoring the importance of good communication in adapting to work and life in another country. In order to be prepared for living abroad, participants' need to be realistic, read about their host country, communicate with their families, and identify ways to deal with stress and depression.

1. Open the lecture by brainstorming the following questions with participants: What issues/ problems could you encounter while working and living abroad? Do you have any ideas/strategies on how to overcome them?
2. Deliver the lecture "How to adapt to work and life in another country".

2.2 How to adapt to living in Malaysia

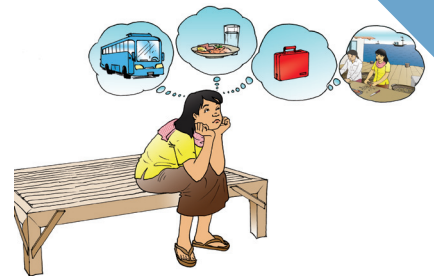
Aside from the financial concerns of working abroad, you may be concerned about missing your family and friends, feeling homesick, or adapting to a new workplace and living space, boss, and colleagues.

In order to address your worries here are a few tips:

*** Accept the fact that you will be gone for a long time.**

TRAINING GUIDE

You will not be gone for only a few months but several years. Think about how leaving your family will affect you. You may be sad and miss your family. But try to remember why you wanted to migrate in the first place.



TRAINING GUIDE

*** Collect information about your host country, its culture, and its people.**

Read about Malaysia, talk to your friends or visit a Migrant Workers Resource Centre. Your worries about the place, your employer, and your co-workers are a result of the fact that you have not been there and you don't know them. The best thing for you to do is to have some understanding of the place and the people before you go.



* Accept that you may feel homesick.

TRAINING GUIDE

Even if you have prepared for your travel and work abroad, you may still feel lonely in your host country as you are separated from your family and friends. You may feel homesick. When you are homesick, you may miss the things that are familiar to you – your family, your friends, your village, your food at home, or your house. Feeling homesick is natural and most people will experience it at some point in their life.



People experience homesickness in different ways. Some may feel lonely, sad, or anxious. Others may feel physical symptoms, like a stomach ache or headache. Most of the time, the feeling of homesickness will go away as you become familiar with your new surroundings.

To deal with homesickness:

- regularly communicate with your family;
- take something with you that reminds you of home, perhaps a photo;
- keep yourself entertained by reading or playing sports or music; and
- Develop meaningful friendships in Malaysia.

* Agree with your family on how you can communicate and how often to do so.

TRAINING GUIDE

Will it be by phone – landline or mobile? Communicating via long distance phone calls can be expensive, so factor it into your budget. First, you can use a SIM card from a private telecom company that has cheap rates for international calling to Viet Nam.



If you agree to communicate by the Internet, do you and your family know how to use a computer and connect to the Internet? Do you know how to use Skype, Viber, Yahoo Messenger or a similar service?

Agree on how frequent your communication with your family will be. This will give predictability to your communication, and your family may know they need to contact an NGO, the Government, or Embassy if they have not heard from you as planned.

* **Develop codes for when you communicate.****TRAINING GUIDE**

You can develop a code to tell your family you are in a bad situation. For example, if you develop the code "I feel itchy", your family will know it means something is wrong. This is important because if things go wrong and you are being watched or somebody is listening while you are on the phone, you can still communicate your situation and your family can contact the recruitment agency, the Embassy, a trade union, or an NGO for help.

* **Identify ways to deal with stress and depression.****TRAINING GUIDE**

Migrating for work can be very stressful. You should try to find ways to deal with stress, for example, engaging in physical exercise, practicing your faith, spending time with new friends, speaking to your family, or partaking in other activities that make you feel comfortable. Do not use alcohol as a way to deal with stress or sadness.



2.3 Communication at the workplace

Training guide

Activity

Communication at the workplace

Timeframe

30 minutes

Materials needed

Lecture notes, one balloon for each participant.



Facilitator's instructions and methods

- Explain that good communication is the basis of workplace cooperation. Both managers and workers have rights and responsibilities.
- It is almost inevitable that disputes will occur among workers and between workers and management. This is especially true if there is a language barrier. However, there are ways to decrease the number of disputes in the workplace with some simple tools and mechanisms. We will talk about the importance of communication at the workplace and grievance mechanisms. Workplace cooperation will have little chance of success unless effective communication exists between managers and workers at all levels.
- Start with an activity: Blowing up the balloon
 - o Give each participant a balloon.
 - o Ask everyone to blow up the balloons, without stopping (until one balloon bursts).
 - o Tell participants that we should not let problems become so big that they grow beyond our control (like the balloon that burst).
 - o Ask participants to discuss different grievance mechanisms that can reduce pressure in the work environment.
 - o Key messages:
 - Just as a balloon can burst from too much pressure, workers and management need mechanisms to release mounting pressure.
 - Worker grievance mechanisms provide a bottom-up means of communication. They allow workers to report problems and seek resolutions
 - Effective grievance mechanisms can reveal and relieve underlying tensions, raise worker satisfaction, and help keep communication between management and workers productive and smooth.
- Deliver two lectures:
 1. Developing a good relationship with your employer
 2. Developing good relationships with fellow employees
- Follow the steps for the "Good communication role play".

2.3.1 Developing a good relationship with your employer

* Respect your employer.

TRAINING GUIDE

Your employer will instruct you on how your work is to be done. Your employer will determine your job description and the outputs you need to produce. You should respect how your employer wants the job done and what priorities they might have.

* Follow company or factory procedures.

TRAINING GUIDE

Your workplace will have procedures and guidelines that need to be followed. If you feel uncomfortable with certain procedures, try to adapt and ask your supervisor or colleagues if you need help. Make suggestions if you feel that improvements could be made.

* Do not gamble or become involved in fights.

TRAINING GUIDE

- If you see a group of people gambling, at work or in the street, do not get involved. Move away from the group. If you choose to stay and play or even just watch the game you may face problems with the police, as gambling is illegal.
- If there is a fight between workers, do not get involved. Move away from the group.

2.3.2 Developing a good relationship with fellow employees

* Be friendly.

TRAINING GUIDE

Take the time to get to know your fellow employees. Be polite and remember their names, ask them where they live, about their family back home, and how they have found living in Malaysia.



* Do not criticize your fellow employees in front of them, in front of your employer, or in front of other employees.

TRAINING GUIDE

Criticizing your fellow employees is not appropriate and is not a good way to resolve conflicts.



* Respect diversity.

TRAINING GUIDE

You may be working with workers from many other countries, e.g., Bangladesh, Cambodia, Myanmar, Nepal, India, Philippines, and Indonesia, etc. They may practice a religion different to yours, or they may have different etiquettes (e.g., around personal space and touching), and these need to be respected.



2.3.3 Activity: Good communication role play

Training guide

Activity

Good communication role play

Timeframe

30 minutes

Materials needed

Photocopies of role play script (one copy each of Scenario 1 and Scenario 2) (see Appendix 6)



Facilitator's instructions and methods

- Explain that the basis of workplace communication and cooperation is that both managers and workers have rights and responsibilities.
- The employer's rights are its workers' responsibilities, and the workers' rights are the employer's responsibilities. Meaning that the employer has the right to correct workers for not fulfilling their duties, and workers have right to complain if the employer neglects their obligations.
- Often, we do not need to correct or complain if we simply communicate effectively at the workplace!
- Explain that communication refers to delivering messages from one person to another person or persons. It is not enough to send messages - the messages need to be understood.
- Ask participants - What can be barriers to effective communication? List them on a flipchart. Here are some possible answers:
 - o Words are too technical
 - o Speaking too fast
 - o Language accents
- Continue by explaining that we often have incorrect assumptions. The correct answer is often opposite from what we assumed. Some assumptions might include:
 - o "If I ask for more information, he might fire me."
 - o "If I tell the supervisor that the machine is not working, he will only blame me."
 - o "They will only use the information against me."
- Good communication is important because it:
 - o Prevents disputes by resolving complaints and preventing them from escalating into larger conflicts;
 - o Resolves problems quickly by addressing complaints when they arise;
 - o Improves working conditions and the working environment; and
 - o Increases labour productivity and improves the competitiveness of the enterprise.

- **Activity: Role play**

1. The trainer invites four participants to lead a role-play. The scripts, which provide guidance but not exact dialogue, are shown only to the actors. The other participants are asked to observe carefully.
2. Invite the participants to draw lots to determine who will play each of the four roles – Worker 1, Worker 2, Group Leader 1, and Group Leader 2.
3. Distribute the scenario scripts to the actors and give them five minutes to get ready.
4. After the role plays, ask the actors playing Worker 1 and Worker 2 to share their feelings, and then ask the observers to share theirs. Ask participants about the body language they observed, and analyze the effects that different body language produced.
5. Direct the discussion to “the three key points of effective communication”: the message, body language, and attitude or tone. Make a connection between each point and the scenario in the role play or the factory’s actual situation. Invite workers to share their own experiences.
6. Close by emphasizing that effective communication is to finish the communication task without creating any harm to the relationship.

Role play script (Appendix 6)

- **Scenario 1:** Worker 1 comes to Group Leader 1’s office to ask for leave:

Script for Worker 1: Worker 1 goes to the Group Leader to ask for leave, citing a health reasons. She/he has asked for leave several times before, but the Group Leader always refused his requests on the grounds of a workforce shortage. This time, Worker 1 is quite positive that the Group Leader will approve her/his request.

Script for Group Leader 1: Group Leader 1 is cold and dismissive. She/he is assigning work and making phone calls when Worker 1 makes her/his request. She/he does not listen to Worker 1’s reasons for asking for leave. During the conversation, she/he interrupts Worker 1 several times, and at the end of the conversation, she/he speaks harshly to Worker 1, refusing to grant leave because there is too much work to do.

- **Scenario 2:** Group Leader 2 corrects Worker 2’s breach.

Script for Worker 2: Worker 2 is a new worker who has worked at the factory for only a few days. She/he has been busy with work and has been provided with little training. She/he is not quite aware of the operation procedures and the factory’s regulations.

Script for Group Leader 2: Professional in tone and attitude. Group Leader 2 asks Worker 2 whether she/he is aware of the relevant regulations and whether she/he has participated in any related training, then listens to Worker 2’s explanation. Group Leader 2 tells Worker 2 the possible consequences of violating the proper operation procedures and the factory’s relevant regulations.

Training guide

Brainstorming and lecture

 Activity

Health and hygiene

 Timeframe

30 minutes

 Materials needed

Lecture notes

 Facilitator's instructions & methods

- Ask participants to brainstorm why they should look after their personal hygiene and how they can do this.
- Deliver the lecture “The importance of personal hygiene”.
- Ask participants to brainstorm how they can maintain personal hygiene and cleanliness at work, at home, and in the communal spaces they will be sharing with other migrant workers.
- Deliver the lecture “Personal hygiene and cleanliness at work, home, and communal living spaces”.

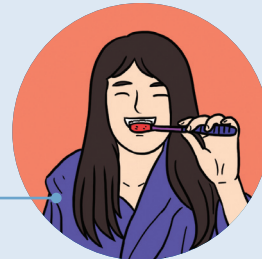
2.4 Looking after your health

2.4.1 Health and hygiene

The importance of personal hygiene

Looking after yourself and your hygiene is important to prevent getting ill and spreading illness to others.

- * Brush your teeth two to three times every day. Regular brushing and flossing of teeth will help to remove food particles and bacteria, which can cause bad breath. Remember to change your toothbrush regularly.



- * Shower or bathe daily using soap or body wash and water to remove dirt, sweat, and bacteria, which all contribute to body odor. Make sure you wash your hair regularly to keep it clean and grease-free.



- * Use deodorant daily to avoid strong body odor.

- * Be sure to always wear clean and well-washed clothes including changing your inner wear and socks daily.

- * Wash your hands regularly, especially after using the toilet and before eating or cooking food. Use water and soap, and dry your hands well with a towel.



- * Keep your nails clean and dirt free, and trim them as necessary.

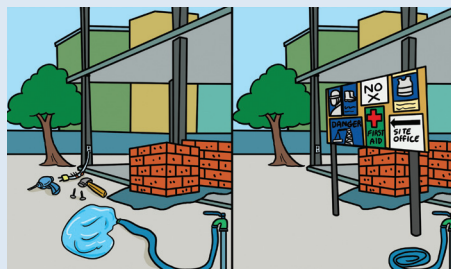
- * Carry tissues to avoid sneezing or coughing into your hands and getting bacteria on them. Use a tissue when you need to blow your nose.



- * Cut your hair regularly to keep it neat and tidy. Wear a hair net at work if asked to do so.

Personal hygiene and cleanliness at work, home, and communal living spaces

Follow the personal hygiene tips to make sure you are clean and presentable at work, and neat and tidy at home. Personal hygiene is just as important in the workplace as it is at home. It is likely that you will share a dorm, a room, or a house with other migrant workers. You need to respect the people you live with by keeping yourself, your room, and shared spaces clean and tidy.



* Clean up and pick up after yourself. Regularly clean your room and the spaces you share with other people, including the kitchen and bathroom.

* Don't throw your rubbish on the ground. Remove rubbish regularly so it does not build up, to avoid attracting flies and other insects that can carry harmful bacteria.



* Keep floors and access routes clear of obstacles.

* Clean up a spill to prevent somebody else slipping on the wet or dirty surface. Keep your kitchen and bathroom clean from bacteria and germs.

* If you wear protective clothing at work you should wash these regularly and separately from your other clothes to prevent dangerous chemicals transferring to your other clothes.

* Do not urinate in public places or spit on the ground in public areas. These behaviors are considered to be anti-social by many people.

* Keep your food in the refrigerator. This will keep food from spoiling or becoming unsafe to eat.

* Wash up your dishes with soap and hot water after you use them so that harmful bacteria do not build up.

* Clean up spills on the floor or in the refrigerator when they happen.

2.4.2 HIV/AIDS

What is HIV and what is AIDS? How is HIV transmitted?

Training guide

Lecture and activity

 Activity

What is HIV and what is AIDS? How is HIV transmitted?

 Timeframe

45 minutes

 Materials needed

Picture cards (see Appendix 7), flip chart, pens



Facilitator's instructions & method

- **Explain to participants the purpose of the session:** To safeguard men and women migrant workers and their families from HIV and AIDS and to help participants understand:
 - o What HIV is;
 - o What AIDS is;
 - o How HIV is transmitted; and
 - o How HIV is not transmitted.
- Affix the large piece of paper to the wall (or place it on the ground, depending on the facilities) and draw two columns on the paper.

Explain the exercise by saying:

By knowing how HIV is transmitted we can protect ourselves and others from getting infected. This exercise will help us understand:

- The difference between HIV and AIDS;
- How HIV is transmitted; and
- How HIV is not transmitted.

This is important because by knowing how HIV is transmitted, we can protect ourselves, our families, and others from infection.

Begin the exercise:**Step 1:**

Ask if someone in the group knows what HIV and AIDS stand for. If no one knows, then explain.

HIV stands for:	AIDS stands for:
H uman	A cquired
I mmunodeficiency	I mmuno
V irus	D eficiency
	S yndrome

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Facilitator's instructions & method

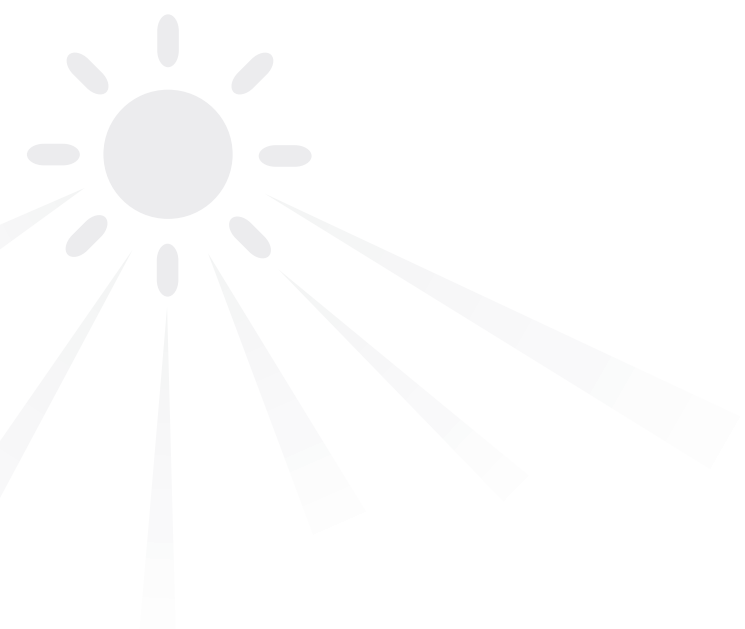
Step 2:

Explain: HIV is a virus that weakens the body's immune system. The immune system is the body's defense system against diseases. HIV breaks down the defense, so diseases can more easily enter the body. Therefore, an HIV positive person becomes sick more easily. When a person has AIDS their defense system is weakened so much that many different diseases can enter their body.

- HIV "positive" means that you have HIV in your body.
 - o As of today, HIV cannot be cured, but there are treatments called anti-retroviral drugs (ARVs) that improve the quality of life for an HIV positive person. A doctor must explain to you about ARVs. Never start taking ARVs without consulting a doctor first.
 - o An HIV positive person can remain healthy for a long time, because the development of the disease can take many years.
 - o It is important to remember that people with no symptoms can still give HIV to others through unprotected sex and sharing unclean needles.
 - o If you know you are HIV positive, then you can protect others from infection as well as taking good care of yourself.
 - o Always tell your sexual partner(s) that you are HIV positive.
- HIV "negative" means that you do not have HIV in your body.
 - o A "negative" result means that you do not have HIV now. But it does not mean that you cannot get HIV in the future. You still have to protect yourself.
 - o Note that it can take up to three months until a blood test can show if you are HIV positive. This "window period" differs from person to person. In other words, if you had unprotected sex yesterday evening (and became HIV positive as a result), then a HIV test today will not show you are infected.

Women and men living with HIV/AIDS may face discrimination and stigmatization, especially at the workplace. Contracting HIV will lead to your work permit in Malaysia being terminated.

Next, we will discuss the transmission and non-transmission of HIV/AIDS. This will help you understand the facts and myths of HIV transmission, and understand that you have nothing to fear from casual contact with an infected coworker.



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Facilitator's instructions & method

Step 3:

Use the paper where you have drawn two columns and write “HIV transmission” in one column and “No HIV transmission” in the other.

HIV transmission	NO HIV transmission
Picture Cards	Picture Cards

Step 4:

Give each participant at least one picture card with a picture of an activity (picture cards are provided in Appendix 7).

- Ask participants if they understand the action that is shown on the picture card. Explain it if they do not understand (explanations are given in Appendix 7).
- Point at the two columns on the paper and ask the participants to come forward, one by one, and attach the card to the column where they think it belongs: transmission or non-transmission.
- When attaching the card to one of the columns, ask the participant to explain to the others why they put the card where they did.

Step 5:

When all participants have attached cards to the paper, ask everyone:

- “Are all the cards in the right column?”
- If a card is in the wrong column, then ask the participants to explain why.

Step 6:

Explain:

HIV dies almost immediately outside of the human body. To become infected with HIV, the fluids need to enter your blood system. This may happen with any of the following activities:

- vaginal intercourse
- anal intercourse
- oral sex (comparatively low risk)
- sharing or re-using needles (such as syringes and piercing or tattooing equipment)
- receiving a blood transfusion with HIV infected blood
- accidental injury involving blood - the risk of being infected with HIV this way is very small. However, whenever there is blood involved it is best to take protective measures, such as using gloves and making sure blood does not come in contact with any open wounds.
- HIV can also be transmitted from mother to child before and during birth and through breast milk.

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Facilitator's instructions & method

How can you protect yourself from HIV?

- It is not possible to tell if a person is HIV positive by looking at them so always use precaution when having sex.
- When having vaginal or anal intercourse, as well as oral sex, with a person whose HIV status is unknown to you, always properly use a condom.
- Using new or properly-sterilized needles (or piercing or tattooing equipment) prevents HIV transmission. Merely cleaning equipment and syringes is not a reliable way of preventing infection.
- Have a mutually faithful and monogamous relationship with an uninfected partner.
- An HIV positive pregnant woman should consult a qualified doctor regarding ways to protect her baby from HIV.

Learn to talk with your partner about condoms and safe sex. Condom negotiation is a skill. It involves two people: one who prefers not to use a condom and the other who wants to use it. Refusal to use condoms may be due to lack of awareness of the risk of contracting HIV/STIs and pregnancy. The willingness to use condoms also shows that you are responsible and respectful of your partner's health and wish to prevent infection in both you and him/her. Everyone has the right to safeguard their health. Therefore, the person who is asking their partner to use a condom has every right to do so. It is a life skill to protect yourself and others against sexually transmitted infections.

It may also be good to discuss the issue of faithfulness. When discussing, it is most important to keep in mind that faithfulness only gives protection against HIV/STIs if both partners are faithful.

Prevention of mother-to-child transmission:

- Mother-to-child transmission can be prevented by giving antiretroviral treatment (ARVs) to the mother prior to the delivery, and then to the child once he/she is born.
- A caesarian delivery also lowers the risk of mother-to-child transmission.

Factors increasing the risk of HIV transmission:

- A person with a sexually-transmitted infection (STI) has a greater risk of becoming infected with HIV.
- Women are about twice as likely to become infected with HIV from men as men are from women. Women are both biologically and socially more vulnerable to HIV transmission because:
 - Social structures and culture can make it difficult for women to discuss sex and make their partners use condoms; and
 - Women are more biologically vulnerable to HIV, because the soft tissue in the vagina tears easily and absorbs fluids more easily, including semen. Semen also contains more HIV than vaginal fluids, and may stay longer in the vagina.

Make sure the participants have understood by asking:

- Can someone explain how HIV is transmitted?
- Can someone give examples of how HIV is not transmitted?

Who is at risk of HIV/ AIDS and other STIs?



Activity

Who is at risk of HIV/AIDS and other STIs?



Timeframe

45 minutes



Materials needed

Tape, big sheets of paper, and pens or markers.



Facilitator's instructions & method

- Explain that this exercise helps us understand that anyone can be at risk for contracting HIV or another STI. It also shows how HIV or STIs are spread if we do not use a condom when having sex.
- When telling the stories, make sure you do not use the same names as those of the workshop participants. (The best way to avoid this is to suggest that the participants provide names to be used in the story.) Also, mention work activities in the stories that are relevant to the context of the participants: domestic workers, construction workers, manufacturing, etc. You should familiarize yourself with how HIV is mainly transmitted in Viet Nam. In Viet Nam HIV prevalence is highest among injecting drug users. Transmission rates through sexual intercourse vary greatly across provinces.

Explain to participants that you will tell them a story about some people and how they are at risk for HIV and other STIs. This exercise will help us understand:

- a. How different people can be at risk for HIV; and
- b. How HIV and other STIs can spread through a network of people who are connected through sex.

Explain the first exercise by saying:

I will tell you a story about some people and how they are at risk for HIV and other STIs. This exercise will help us understand:

- How different people can be at risk for HIV and other STIs; and
- How HIV and other STIs can spread through a network of people who are connected through sex.

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Facilitator's instructions & methods

Begin the exercise:

Step 1:

Ask the participants for one female and one male name for the characters in the story.

Step 2:

Start telling the story; insert the names provided by the participants where it says "[Husband]" or "[Wife]". When you are telling the story, make pictures/symbols for each person in the story on a paper and draw lines between the persons who are connected.

Story:

[Husband] is a migrant worker in Malaysia. Before migrating to Malaysia [Husband] was faithful to his wife. While living in Malaysia, however, [Husband] occasionally visited sex workers. He rarely used condoms.

He returns home to his village in Viet Nam after two years to see his wife and family. He is married to [Wife]. [Wife] works in the village in the small shop they have outside their house.

When [Wife] becomes pregnant, she goes to the clinic, and the doctor asks her to take an HIV test. [Wife] agrees to do so. [Wife] finds out she is HIV positive. During the time [Wife] was pregnant, [Husband] had sex with another woman in the village. He did not wear a condom.

Step 3:

After reading the story explain: [Wife] found out she is HIV positive, and she has only had one sexual partner in her life – her husband. Ask the following questions:

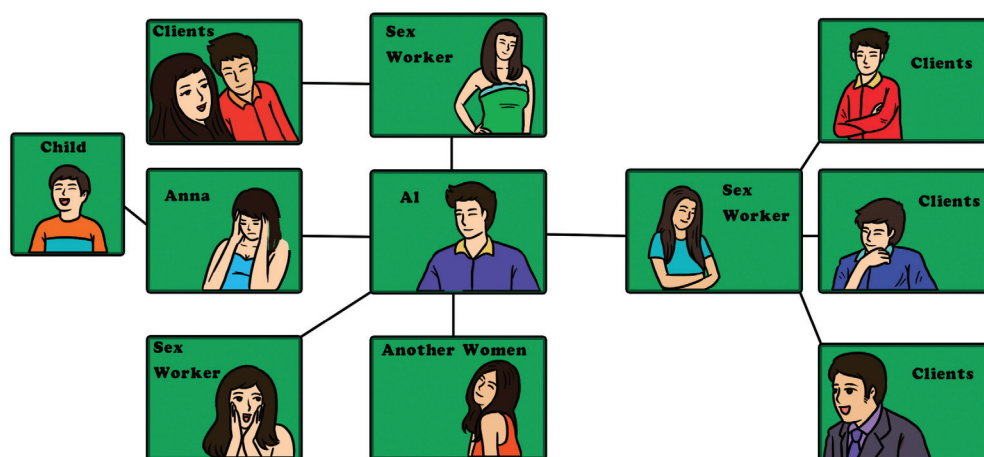
- Assuming that the husband became HIV positive when he first visited a sex worker and had unprotected sex, who is at risk of HIV?

Ask the participants to mark the people who are at risk of HIV with a red dot on the story picture you have drawn out.

Step 4:

When the participants have finished, ask what could have happened if some of the people had used a condom.

Explain: Many people think that HIV is not their problem. You can never tell just by looking whether a person is HIV positive. It can take up to three months, or more, (the time differs from person to person) before a HIV positive person tests positive. (The period during which an HIV positive person tests negative is referred to as the "window period"). It is important to know that, even if HIV does not show up in the blood test, as soon as a person is infected with HIV, he or she can transmit HIV to others.



2.5 Activity: Be a smart spender: “Wants” and “Needs”



Activity

Be a smart spender: “Wants” and “Needs”



Timeframe

30 minutes



Materials needed

String, “Wants” and “Needs” picture cards (see Appendix 8)



Facilitator’s instructions & methods

1. Introduce the topic of the module. This exercise will help participants distinguish between wants and needs, identify the importance of personal savings, and practice making spending decision. Very few people in the world have so much income that they can pay for everything they want to buy or do. Most people, especially workers who have low incomes, must make difficult decisions and trade-offs, especially during times when our income does not cover all of our expenses. You should be careful with your spending to reduce costs and increase your savings so that you have money in case of emergencies, like medical expenses. Today we will talk about how you currently make these decisions, and we will highlight some ways to help you set your own personal financial priorities. Remember that from person to person and family to family, the definition of needs and wants may differ.
2. Prepare a stack of picture cards (use as many copies as there are groups). You may want to glue each picture on thicker paper or cardboard so you can re-use the picture cards in the future. Be creative and feel free to use magazines or the internet to make a stack of picture cards of wants and needs relevant to the participants.
3. Place the picture cards on the floor and spread out the picture cards so the participants can see them. Lay a piece of string/rope on the floor horizontally. Use as many pieces of strings as there are groups.
4. Then, ask participants to work in groups of four to five people and explain to participants how to use the above pictures:

Say: “There is a pile of cards that represent different items that cost money. As a group, you will have to decide which items you need and which things you want. If a picture card represents something you need, you will place the card above the line. If the picture card represents something you want, you will place the card below the line. You will have 15 minutes to finish this exercise.”

NOTE: *If there is a debate about whether a picture card is a want or need, tell participants to put the card directly on the line. Explain that needs and wants may be different among families.*

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Facilitator's instructions & methods

5. At end of the exercise, ask participants:

- What do you think is the difference between something you need and something you want?
o Sample Answer: *A need is something that is a basic necessity you cannot do without. A want is something that is not needed for everyday survival.*
- Which of these expenses can be reduced or eliminated?
o Sample Answer: *You can reduce wants. You can also change your habits and reduce some of your needs as well, such as the amount of electricity you use every day.*
- What can you do with the money left over from reducing or eliminating expenses?
o Sample Answers: *Pay back debt faster; use for an important investment like education; save for the future.*

6. Summarize:

- When you begin to receive a salary, you will be responsible for making spending decisions.
- Earning a salary means you will have many choices on how to spend your hard-earned money. If you spend your money on unnecessary expenses, the money will run out and you may not be able to reach your goals.



Training guide



Activity

Paying for the costs of migration



Timeframe

20 minutes



Materials needed

Lecture notes



Facilitator's instructions & methods

1. Deliver a lecture on "Paying for the costs of migration".

2.6 Managing your money

2.6.1 Paying for the costs of migration

People typically use different options to pay for their migration costs. Some families may use their savings to pay for all the migration costs. Other families may sell an asset, such as gold, or borrow from a friend, moneylender, or bank to pay for the rest of the migration costs. Others rely mostly on an advance given by a recruitment agency but use savings to pay for some of the indirect costs. Keep in mind that if you borrow the money from the recruiter or a moneylender, these costs may be deducted by your employer from your future salary. Make sure that you fully understand the costs and the terms of any loan and get these in writing. This is important in case there are any disputes later on.

When deciding how you will pay, keep in mind:

- * You have many options available to pay for migration costs. Each option has its advantages and disadvantages. It is important to learn about and evaluate these different options with your family members.
- * You may have to use more than one option to pay for your migration costs. Try to choose the least expensive option(s), when possible. Try to avoid high interest loans and consider formal financial institutions, which may offer lower interest rates than local moneylenders.
- * Once you decide on a financing option, shop around and ask questions to find the best deal and to be informed. Remember that information is power!



Training guide

Brainstorming and lecture

Activity

Tips to manage your money

Timeframe

60 minutes

Materials needed

Lecture notes

Facilitator's instructions & methods

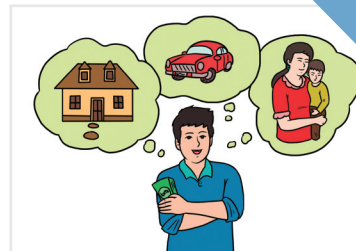
1. Participants brainstorm by reflecting on the question "Why would you like to work abroad?" One reason may relate to earning higher wages and/or saving money.
2. Ask participants: "Why do you want to save money? What are some ways to save money?" Ask participants to turn to the person next to them and exchange their ideas.
3. Deliver lecture on how to save money by using "Tips to manage your money".

2.6.2 Tips to manage your money in Malaysia

* Have a clear short-term and long-term savings goal.

TRAINING GUIDE

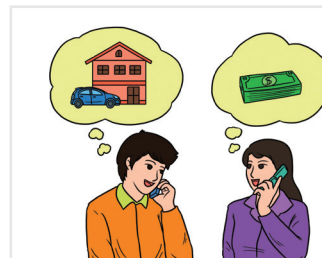
Successful migration starts with having a specific goal. Think about what you will use your savings for. Will it be a) to buy a piece of land; b) to build a house; c) to save capital and start up a business; d) to pay for education; or e) another reason?



* Discuss your short-term and long-term savings goals with your family.

TRAINING GUIDE

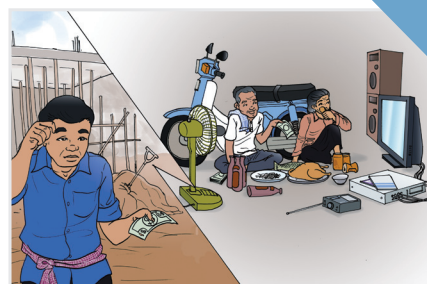
Goals are often different between family members as younger and older people are at different stages in their lives. In a family, it is important to acknowledge and respect that each family member will have different goals depending on where they are in their life cycle. Each family member has the right to have his or her own goals. But you should discuss these before making any decisions. Agree what your savings will be spent on so that there are no surprises later. Remember that saving priorities may change over time – you should regularly revisit and re-evaluate the agreed saving priorities.



* Collect all the information needed to plan well.

TRAINING GUIDE

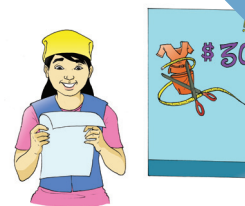
Calculate your expenditures. You have two types of expenditures: a) your personal expenses while working abroad and b) your family expenses here at home. Your personal expenses are the things that you will spend your money on while living and working in another country. These include expenses for personal items, food, phone calls, transport, accommodation, and other things. Your family expenses include all the things that your family would pay for while they are at home. These include food, rent, and bills, amongst other things.



* **Plan how much you can save each month.**

TRAINING GUIDE

After calculating your personal expenses, also consider your salary deductions. Subtract your personal expenses and your salary deductions from your income. Discuss with your family how much money you will keep for yourself in an emergency fund, and how much you can send home. Make sure that your family understands that when you arrive and start working, things may be different from what you expected and the amount you are able to send home could change. The money you will be able to send home is called a remittance.

* **Adjust your plans.**

TRAINING GUIDE

While you can try to anticipate all your family expenses in Viet Nam, it may be necessary to make adjustments along the way. You may need to ask your family to reduce their expenses, if necessary, to save your target amount, perhaps by reducing the amount spent on phone calls or alcohol, for example. Your family should remember that while some of your remittance is intended to be spent on their expenses, some of it should be saved! Remind them of the long-term and short-term goals you discussed.

* **Opening a bank account in Malaysia.**

TRAINING GUIDE

You can open a bank account in Malaysia by bringing your work permit and passport to the bank. You will be asked to sign a few documents and pay an initial deposit. You will be given a passbook where your transactions will be recorded, including transfer of funds. You can also request an Automatic Teller Machine (ATM) card for a minimal fee. You are recommended to send money to your family through the bank where you opened the account. Remember to tell your family how much you are sending home!



Training guide

Lecture

Activity

How to send money back home and how to receive money?

Timeframe

50 minutes

Materials needed

Lecture notes, remittance cost picture cards (See Appendix 9), and sample forms

Facilitator's instructions & methods

1. Tell participants that in this section you will discuss the options participants have for sending and receiving remittances.
2. Ask participants to turn to the person next to them and discuss the options they know for sending and receiving remittances.

Continued on next page ►

2.6.3 How to send money back home

You should remit with a reliable formal remittance service provider – like banks, money transfer operators or a post office.

Why use formal channels?

- They are safer and more reliable. It's easier to track money. You will have statements (receipts) for all your transactions.

Advantages of using a bank:

- Your money can grow. You can send money directly to a family member's savings account. If they don't use the remittance money, it can earn interest if placed in an interest-bearing account.

Before you remit and choose your remittance service provider – ask questions!

You can remit in four ways: account-to-account, account-to-cash, cash-to-account, cash-to-cash. Get clear information on the key aspects to make your selection: convenience, cost, time and security.

Questions to ask include:

- How much does it cost to transfer?
- How long will it take for my family to receive the money?
- Will my family receive the full amount or will they be charged a fee?
- What ID should I bring to send money? What ID is needed to receive money?
- What forms do I have to fill in to send money?
- Does the transfer need to be processed through a bank account?
- Do you offer other services, such as a savings account, preferred rates on other financial services or non-financial services such as counselling?

Informal and formal remittance service providers

* Formal remittance service providers are institutions regulated or supervised by the government. This type of provider includes:

- Banks
- Money transfer operators (MTOs)
- Commercial and rural banks
- Micro-finance Institutions
- Cooperatives/credit unions
- Mobile payment service providers



* Informal remittance service providers are not regulated or supervised by the government. This type of provider includes:

- Retail shops
- Pawnshops
- Couriers
- Money exchange booths
- Taxis/vans/other transportation providers
- Friends and family
- Recruitment agencies



◀ Continued from previous page

Facilitator's instructions & methods

3. Ask some pairs to share their experience with the rest of the group.

Answers may include:

- Banks
- Microfinance institutions
- Cooperatives/credit unions
- Mobile payment service providers
- Retail stores
- Money exchange booths/money exchange operators
- Taxis/vans/other transportation providers
- Friends, family

4. Deliver a lecture on “Informal and formal remittance service providers”. Use the picture cards related to each point of the content to show to participants.
5. Ask one participant to volunteer to read the case study.
6. Take the group through the three discussion questions.
7. Take participants through the steps of sending money home via formal remittance services.
8. Highlight basic remittance processes and some safety suggestions in sending money back home by delivering the lecture “Safety tips when sending money home”.



Case study 1

Lan works at a garment factory in Malaysia. Her mother called this morning and she urgently needs money. Lan's brother fell and he broke his ankle. Lan went to her bank in Malaysia and she filled in a money transfer application. Her mother in Viet Nam went to the local branch of her bank and showed her ID card and she received the remittance. Lan paid a small fee to send the money. The good news is that Lan's mother just called, she received the money and the broken ankle is being set in hospital right now.

Ask:

- How did Lan send money?
- What happened to the money?
- What are the advantages or disadvantages of sending money using this method?

How to send money via formal remittance service providers**Money transfer operators, e.g. Western Union and MoneyGram**

Use these services when you need to send money fast. The funds are generally available to your receiver in minutes. Here are steps to send money back home:



1. Visit the money transfer operator taking some personal identification with you; such as your passport or identity card.
2. Complete a simple “send” form and hand this to the agent along with the money you want to send and the transfer fee. You will need to include information about the receiver such as their family name, given name(s), address, city, and country. You will also need to provide information about yourself, such as your family name, given name(s), address, city, country, and phone number.
3. The MTO may be able to provide additional services, but check how much those services cost! This includes delivering a cheque directly to the receiver’s home, or calling the receiver to notify them that they have a remittance waiting.
4. You will be given a reference number.
5. Contact the person to whom you are sending the money, and tell that person the reference number and the amount of money you sent. In just a few minutes the money will be ready to collect. The person to whom you are sending the money to will have to go to their local agent to collect the money.

Bank transfer

Sending money via bank transfer is not fast as using a money transfer operator, but is generally cheaper. Follow these steps:

1. Contact or visit a bank and take some personal identification with you: passport, or identity card.
2. Fill in a short and simple money transfer form.
3. Approach staff and provide them the following information: The receiver’s account number, the name of the receiver’s financial institution and the financial institution’s SWIFT code. The SWIFT code is a bank identifier code. Every bank in the world has a SWIFT code. Be sure to collect this information before leaving home.
4. Inform the receiver about the amount of money you have transferred, and within a few minutes (the time needed to receive the money transfer depends on the bank), the receiver can get the money at the bank or financial institution office.

Remember: Transfer fees for sending money through a bank are less expensive than those charged by a money transfer operator. But the fees may change so ask the agent at the bank before you send the money.

NOTES FOR FACILITATOR

Safety tips when sending money home

- * Before you migrate write down your family members personal information, including account information and the bank's SWIFT code, and keep this in a safe place.
- * Ask the help of your employer or a friend when you open a bank account in Malaysia or make a transaction for the first time at the bank.
- * Do not accept the promise of someone offering to personally deliver your money to your family unless you know the person very well and you can trust him or her.
- * Ask for a receipt every time you make transactions at a bank.
- * Inform your family that you have sent them money and specify exactly how much. Be aware that currency exchange rates may mean the amount is not exact when received, but the variance should be small.
- * Compare the rates of different remittance service providers and go to the one where you receive the best service.

Remember: When deciding how you wish to send money home, keep in mind the disadvantages and advantages of each remittance channel in terms of costs, time, convenience, and safety – both for you and your family.

Training guide

Lecture and activity

 Activity

Let's make our budget

 Timeframe

60 minutes

 Materials needed

Budget matrix, flip chart, daily income and expense sheet

 Facilitator's instructions & methods

1. Introduce the session to participants, explaining that you will review a tool that can be used to make spending decisions and to help them save money to reach their financial goals. Ask participants to raise their hand if they have heard of a "budget."
2. You can ask for two or three participants to give their definition of a budget and write the answers on a flipchart.

Continued on next page ►

2.7 Activity: Let's make our budget

In this session, we are going to review a tool you can use to make spending decisions and to help you save money to reach your goals.

1. What is a budget?

Sample answer: A budget is a plan that lays out what you will do with your money.

2. What is an income? What are your types of income sources?

Sample answer: The amount of money I earn in exchange for working is my income. Income sources vary depending on the type of occupation. For example, garment factory workers may receive a salary and overtime pay. Overtime pay can substantially increase one's total income.

3. What are the different types of income sources?

Sample answer: Salary, overtime pay, part-time job, bonuses, and gifts.

4. What is Gross Income (GI)?

Sample answer: Your total income, including your salary and income from other sources.

5. What are Personal Expenses (PE)?

Sample answer: Loan repayments, salary deductions, income tax, housing, food, electricity, transportation, phone calls, medicine, cosmetics, recreation, etc.

6. What are Personal Savings (PS) and its formula?

Sample answer: Personal Savings is the money that is left over after paying for your expenses. It is your income minus your expenses. $PS = NI - PE$

7. What are Family Expenses (FE)?

Sample answer: Expenses that your family face in Viet Nam: Loan repayments, housing, food, electricity, remittance, transportation, phone credit, medicine, cosmetics, and recreation.

8. What are Actual Savings (AS) and its formula?

Sample answer: Actual Savings is the money that is left over after deducting family expenses from your personal savings. $AS = PS - FE$

◀ Continued from previous page

Facilitator's instructions & methods

3. Brainstorm with participants and encourage everyone to share their ideas about the below questions. Provide the sample answers after the group has discussed:

- What is a budget?
- What are three main parts of a budget? (income, expenses, and savings)
- What types of income do you have? (salary, overtime payments)
- What types of expenses do you have? (personal, family, salary deductions)
- Why is it important to save?

4. Give participants the definition of:

- Budget;
- Income, types of income sources beside salary, gross income;
- Personal expenses (Loan repayments, housing, food, electricity, remittance, transportation, phone credit, medicine, cosmetics, recreation, etc.);
- Family expenses;
- Personal savings and its formula ($PS = NI - PE$); and
- Actual savings and its formula ($AS = PS - FE$).

Continued on next page ▶

Activity “Let’s do our budget”

Calculate Personal Saving (PS) and Actual Saving (AS) in the table below using the following figures:

- * Gross income (GI) = MYR900
- * Personal expense (PE) = MYR100
- * Family expense (FE) = MYR150

Item for calculation	Formula	Answer
Personal savings (PS)	$GI - PE$	?
Actual savings (AS)	$PS - FE$	?

Think About This: Would you like to increase your Actual Savings? Based on your budget calculation how would you do it?

Sample answer: Based on my budget calculations, I can only increase my Actual Savings (AS) by managing my Personal Spending (PE), and the same must apply with my family members regarding their monthly expenses (FE).

Since my Gross Income (GI) is fixed (it doesn't change during the period I am employed abroad), the only money I can control are my personal and family expenses (PE and FE).

Consider your personal expenses and spend on needs rather than wants. Discuss with your family ways they can reduce their expenses by spending on needs rather than wants. Have this discussion before you migrate.

Item for calculation	Formula	Answer
Personal savings (PS)	$GI - PE$	$MYR900 - MYR100 = MYR800$
Actual savings (AS)	$PS - FE$	$MYR800 - MYR150 = MYR650$



Facilitator's instructions & methods

5. Post the Budget Matrix flip chart on the wall or white board and instruct participants to look at the Budget Matrix, then
 - Divide participants into four to five small groups.
 - Instruct participants to calculate the Net Income (NI), Personal Savings (PS), and Actual Savings (AS). Remind them of the formulas to calculate NI, PS, and AS.
 - Call for a representative from each group to present their results. Take participants through the calculation if some groups have had difficulties with the calculations.
6. Discuss with participants the following questions: "Would you like to increase your actual savings? Based on your budget calculations, how would you do it?"
7. Explain to participants:
 - Keeping a record of your income and expenses helps you remember where your money goes. If you have extra, or a surplus, you can save it to achieve your migration goals. If your budget shows you that you will not have enough money to pay for your expenses, or that you have a deficit, you need to cut back on some of your expenses. A good budget helps you to pay for what you need and save for your goal.
 - Instruct participants on how they use their "Daily Incomes and Expenses Sheet" by telling them to record income in the column "Income" and their expenses in the column "Expenses".

NOTES
FOR FACILITATOR**2.7.1 Recording your income and expenses**

You should keep a record of your daily income and expenses, which will help you to know where your money goes. If you have extra, or a surplus, you can save it to achieve your migration goal. If your budget shows you that you will not have enough money to pay for your expenses, or that you have a deficit, you need to cut back on some of your expenses. A good budget helps you to pay for what you need and save up for your goal. The table below is a sample of a Daily Income and Expenses Sheet.

Please record in the column "Income" if it is income and in the column "Expenses" if it is an expense.

How much are you saving?**Daily income and expenses sheet**

Month:.....

Year:

No	Date	Items description	Income	Expenses
	25-Jul-12	Salary	MYR900	
	25-Jul-12	OT earning	MYR50	
	27-Jul-12	Paid for telephone cost		MYR15
	30-Jul-12	Sent money to family		MYR150
	30-Jul-12	Rental expense		MYR50
	31-Jul-12	Utility expense		MYR50
Total			MYR950	MYR265
Savings (Savings = Total income – Total expenses): (MYR950 – MYR265 = MYR685)				



MODULE 3: **REVIEW AND TESTING**



Module 3: Review and testing

Objectives of the module:

To test participants' knowledge on the training content.

To give participants time to review and reflect on their learning.

For participants to develop future plans and plans for return.

For participants to demonstrate the knowledge and skills gained through learning from one another and the training.

For participants to provide feedback on the training.

TRAINING GUIDE

 Topic	 Timing	 Materials needed
3.1 Pre-test/Post-test	30 minutes	Pre- and post-test form
3.2 Self study	60 minutes	Participant's manuals
3.3 Activity for Reflection: Hot Potato Game	60 minutes	Music, Hot potato game statements, small box to hold the statements
3.4 Activity for review: Quiz - How confident are you?	45 minutes	"How confident are you?" quiz (in participants' booklets)
3.5 Self-empowerment and action planning	60 minutes	Crayons/pens Migration goal sheet (in participant's booklets)
3.6 Module review template	15 minutes after each module, 45 minutes in total	Photocopies of module review templates
3.7 Participant feedback form	30 minutes	Participant feedback form
Total	330 minutes (5.5 hours)	

3.1 Pre- and post-test



Activity

Pre- and post-test



Timeframe

30 minutes



Materials needed

Pre- and post-test (for photocopy:
Appendix 10)



Facilitator's instructions & methods

1. Hand out pre-test paper to participants. Make enough copies for all participants to have their own.
2. The purpose of the pre-test is to identify the existing knowledge of participants and to highlight to the facilitator areas where there is no or little existing knowledge – these areas can be emphasized during the training.
3. The purpose of the post-test is to measure the participants' learning throughout the pre-departure training. The scores of the post-test should be higher than those of the pre-test. The post-test can help the facilitator to identify participants who may need extra help during the self study and reflection activities
4. Give the following instructions to participants:
 - You will have 30 minutes to answer all questions.
 - Questions consist of Yes/No questions, multiple choice, and open answer questions.
 - Do not discuss the questions with your classmates.
 - The tests will be marked by the Facilitator at the end.
 - The Facilitator will give you back your pre-test at the end of the training, and you can compare your results and see where you have improved.

3.2 Self study



Reflection activity

Self study



Timeframe

60 minutes



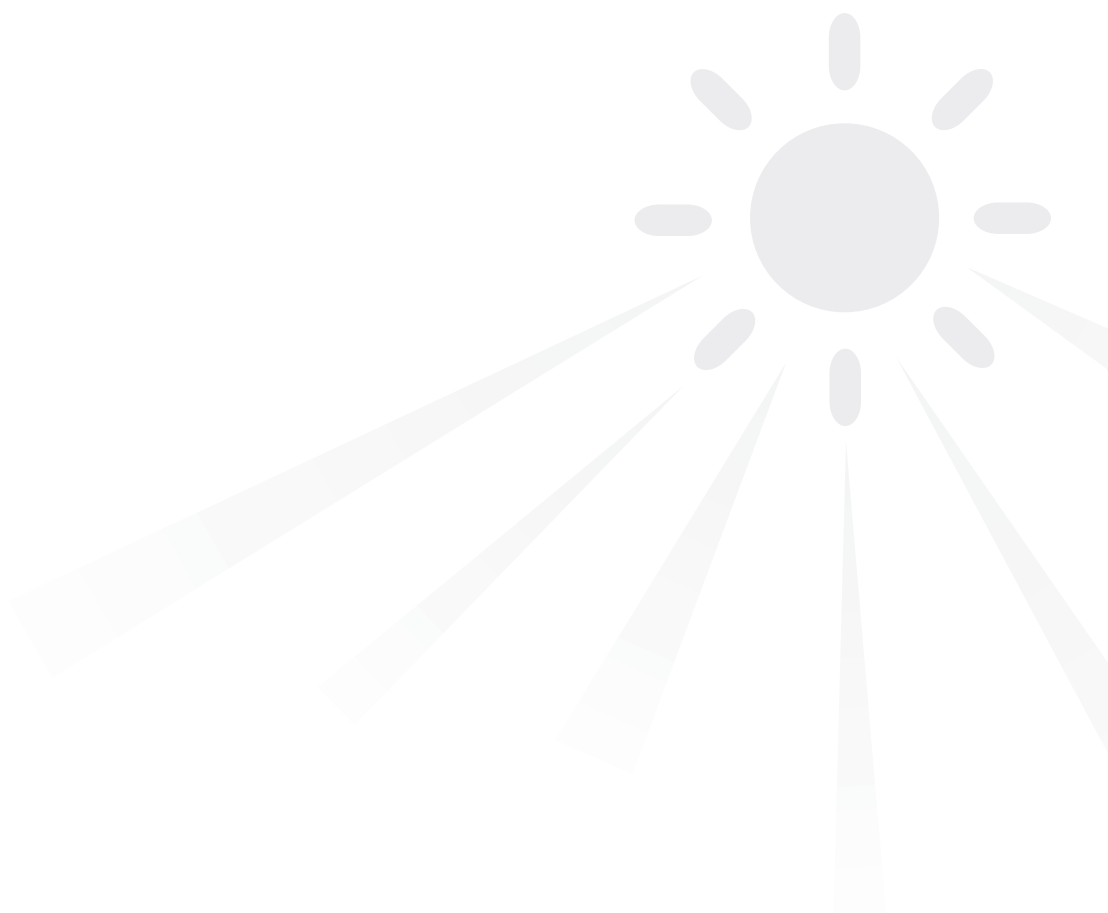
Materials needed

Participants will need their booklets



Facilitator's instructions & methods

- Ask each participant to identify two modules that they feel they need to review again. Go around the room and ask each participant to tell the group which modules they have chosen.
- Tell participants they have 60 minutes to review the modules in self-study. They may work in pairs if a fellow participant has identified the same module.
- Go around the room to ask and answer questions from the participants.



3.3 Reflection: Hot potato game



Reflection activity

Hot Potato Game



Timeframe

60 minutes



Materials needed

Music, statements/questions photocopied and cut out, small box to hold the statements



Facilitator's instructions & methods

1. To prepare, the Facilitator should photocopy and cut out each statement/question, fold them, and place them in the box. To make this activity more fun and participatory, the Facilitator can add jokes or activities.
2. Explain to participants the purpose of this reflection activity: To review what they have learnt, and to understand and remember the contents of training.
3. Tell participants that in the box there are statements or questions to test what they have learnt from the training.
4. Ask participants to make a circle and explain: When the song starts to play, they have to pass the box to each other, and when the song stops, the person holding the box has to pick a statement out of the box and respond to it. After that person has answered the question the Facilitator will ask the other participants if they want to add any points. Then discard the statement.
5. Continue this activity until all the statements have been read.

How would you answer the following statements or questions?

 1. Migrant workers have no right to report abuse by employers. True or False?	11. Can you list three of the Safe Migration Tips listed in your booklet?
2. If you face problems while working in Malaysia, what will you do?	12. You arrived in Malaysia and are asked to sign another contract different from the one you signed in Viet Nam. What will you do?
3. Why is it important to have an employment contract?	13. You are having some personal difficulty with a co-worker. How will you resolve the situation?
4. What actions are illegal or should be avoided in Malaysia?	14. What is a budget?
5. Please give the name and contact information of two service providers in Malaysia or Viet Nam.	15. List three interesting facts about Malaysian culture.
6. How can you send money home to your family? List the steps of the process.	16. What is an emergency fund? Why do you need one?
7. What will you do if you want to increase your personal savings?	17. What options do you have once you have returned from Malaysia?
8. What are three ways to overcome homesickness?	18. How do communication styles differ between Malaysia and Viet Nam?
9. If somebody approaches you and invites you to stay in Malaysia longer and find more work, how will you respond?	19. Why are you migrating abroad? What will you do when you return home?
10. What are some of the risks of migrating?	20. What documents do you need to prepare before migrating?

3.4 Reflection activity: quiz – how confident are you?

Activity

Review: How confident are you?

Timeframe

45 minutes

Material needed

“How confident are you?” quiz (in participants' booklets)

Facilitator's instructions & methods

1. Ask participants to turn to the “How confident are you?” quiz in their participant manuals.
2. Instruct the participants to answer questions on the various learning areas of the training by circling (☐) the most appropriate answer to each question.
3. Explain to the participants they have 20 minutes to answer the questions.
4. After the questions have been answered, instruct the participants on how to calculate and total the scores by using the key below:

1.	A = 2	B = 0	C = 1
2.	A = 2	B = 0	C = 1
3.	A = 0	B = 1	C = 2
4.	A = 0	B = 2	C = 1
5.	A = 0	B = 1	C = 2
6.	A = 1	B = 0	C = 2
7.	A = 0	B = 2	C = 0
8.	A = 1	B = 2	C = 0
9.	A = 0	B = 0	C = 2
10.	A = 2	B = 2	C = 0

5. The facilitator shall then help interpret the results of the participants' self-evaluations as follows:

If your score is 0–7 then we suggest that you go through the lessons of this manual again, or seek the assistance of the facilitator in clarifying the things you are still unsure about.

If your score is 8–14 then you are on your way to being prepared to leave and work abroad, but we suggest that you review the contents of this manual until you are confident you understand all the issues.

And if your score is 15–22 then you are doing great and we suggest that you assist your Facilitator by helping other participants to go through the lessons in the manual they do not yet understand.

6. Ask participants if they have any questions or are unsure of their answers, and discuss with the group

NOTES FOR FACILITATOR

How confident are you?

How much do you know about migration? Take this quiz and find out. For each question circle the most appropriate answer, and then add up your points to see how you did.

1. Are there risks for migrating?

- A. Yes! I have discussed these with my family.
- B. No, migrating is always safe.
- C. There are some risks for migrating.

2. What documents should you prepare before migrating?

- A. My passport, visa, work permit, contract, air or bus fares, bank account details and a list of emergency numbers. I will give a copy of these to my family.
- B. Nothing, the recruiter or employer will take care of my documents.
- C. My passport and visa.

3. Is migration free?

- A. Never.
- B. Sometimes.
- C. No. The costs may be paid by my employer or broker, but I am required to pay them back.

4. After you sign your contract, what should you do with it?

- A. Give it back to your employer.
- B. Ask for a copy and keep it in a safe place.
- C. Ask for a copy and give it to your parents.

5. Your friend signed a contract before leaving Viet Nam. When she/he arrived in Malaysia, she/he was asked to sign another contract that was not in his language and she/he did not understand. How would you help your friend?

- A. I'm not sure.
- B. I would tell him/her that contract substitution is a violation of his rights and he should talk to his employer.
- C. I would tell him/her that contract substitution is a violation of her/his rights and she/he should talk to her/his employer, her/his recruitment agency, the embassy, or an NGO.

6. How can I increase my personal savings?

- A. Spend on needs, not wants.
- B. It is not important to save money.
- C. I will work out my budget before I leave and reduce my expenses spending on needs, not wants.



7. How much of your salary will you send back to your family?

- A. I will send everything I can back to my family.
- B. I will send enough for them to reach their goals, but save some to reach my goals too.
- C. I will send whatever amount my parents tell me to send.

8. I know how to send money back home.

- A. I'm not sure, but I think I can give money to a family friend to take home.
- B. Yes. I can use a bank, a money transfer organization, or a microfinance institution.
- C. I don't know how to send money to my family.

9. What would you do if you experienced physical, psychological, verbal, or sexual abuse?

- A. I'm not sure.
- B. I will look for another job with another employer.
- C. I would document the abuse (e.g., take photos), and try to contact an NGO, my Embassy, or authorities in Malaysia.

10. When you come back after working abroad, what will you do?

- A. Look for a job that matches my skills.
- B. Start a business.
- C. I don't know. I haven't thought about it.



3.5 Self-empowerment and action planning

3.5.1 Self-empowerment



Activity

Self-empowerment



Timeframe

30 minutes



Material needed

None



Facilitator's instructions & methods

1. Ask participants to group in pairs, and ask each worker to tell their partner three things that they like about themselves.
2. Bring the group back together.
3. Go around the circle with each participant introducing their partner and explaining some of the good qualities that this worker has.
4. Ask the group to take a moment to think about the question "What makes you a good worker?"
5. Go around the circle and have each participant share their response to the question.
6. Ask the group for any further thoughts, and then transition into group discussion about the participants' value as workers. It is important that you maintain their sense of pride that you will see surface in the first part of the activity. Repeat back some of the characteristics shared that make the participants good workers before asking them the first question.
7. Ask the group to go around the circle and say what their job will be.
8. Once they have shared, ask the participants to break off into small groups based on similar jobs (e.g., participants whose main responsibility is cleaning should work together).
9. In the small groups, participants should discuss the questions "Why is this job important?" and "Why are you valuable in this role?"
10. Bring the group back together.
11. Ask each group to share their answers to the questions.
12. Allow time for group reflection and any further comments.

3.5.2 Action planning



Activity

Action planning



Timeframe

30 minutes



Material needed

Crayons/pens



Facilitator's instructions & methods

1. This activity is a chance for the participants to make concrete goals and objectives, and to visualize and share them with the group.
2. Start this session by asking the group to reflect on the following questions. They can do so in pairs or small groups of three to four persons:
 - a. Do you expect to have any concerns when you return home?
 - b. What are your goals for migrating abroad? How will you make these a reality when you return home?
 - c. Would you consider re-migrating if you have not achieved your goals? How would you do so legally?
 - d. What strategies do you suggest for finding a job or starting a business once you return home?
3. Ask participants to reflect on their long- and short-term migration goals. Ask them to turn to the "Migration Goal Worksheet" in their booklet. Read the questions out loud. Ask participants to fill out each square, either through drawing or writing their answers. Remind them to reflect regularly on their goals for migration and return.
4. Go around the circle and ask each participant to share their goals with the group.
5. Recognize the value of the steps identified and encourage the participants to take action.

Migration goal worksheet

My short term goal is to...

By: (date)

It will cost:

How much I need to save per month:

My long-term goal is to...

By: (date)

It will cost:

How much I need to save per month:

My family's short-term goal is to...

By: (date)

It will cost:

How much I need to save per month:

My family's long-term goal is to...

By: (date)

It will cost:

How much I need to save per month:



3.6 Module review templates



Activity

Module review template



Timeframe

15 minutes for each module



Material needed

Photocopies of the module review template (2 per participant for Modules 1 and 2)



Facilitator's instructions & methods

1. This template should be used after each module has been completed. The purpose is to ask participants to reflect on what they have learnt and what content they still need to revise.
2. Ask participants to keep their pieces of paper and review these on the final day to ensure that any questions have been clarified

Module review templates

A. Three new things that I learned from this module:

1.
2.
3.

B. Three things that I still do not understand from this module:

1.
2.
3.

C. Three things I will do with the information I have received in this module:

1.
2.
3.



3.7 Participant feedback form

Activity

Participant feedback form

Timeframe

30 minutes

Material needed

Participant feedback form (see Appendix 11)

Facilitator's instructions & methods

1. The course content needs to be relevant to the participants, and the structures and activities used need to reflect participants' needs and wants. Constantly seeking to make improvements isn't only something for the programme's participants, it is also something the creators of this programme want to do. To help improve the pre-departure training, participants are asked for their honest feedback on the forms that follow.
2. Ask participants to take time to fill in the form and return to the Facilitator.



APPENDICES



Appendix 1: Tips for facilitator

Tips for facilitators²

The love for knowledge is noble, but nobler are those who teach it. Congratulations for being one of these noble people. You are not just a trainer, you are also a Facilitator. A Facilitator is actually three persons combined into one. A Facilitator is a motivator who prepares and moves students towards learning, a teacher who imparts knowledge through lecture and discussion, and a reinforcer of knowledge who tries to strengthen the absorption of what the students should have learned. What you say and do in the classroom will have a profound impact on the lives of migrants and their families in the coming years.

As a teacher, you do not just lecture the content of the subject matter; you should also make the content simple and understandable for the students to easily absorb. You do not just talk about the subject matter; you should also encourage your students to speak their minds. You do not just make them understand; you should also facilitate their understanding. You do not just lecture; you should make the lecture come alive through the activities. Figure 1 shows these dynamics.

How do adults learn?

Theory of adult learning

Since most if not all of the participants of the pre-departure training are adults, the theoretical principles enumerated here focus on teaching adult individuals.

1

Relevance to learner's needs

Adults learn when they need and want to. Knowledge or information “makes sense” to them when they realize and see the usefulness and advantage they will gain in their life. It is important to make sure participants understand “why” they need to learn what you are presenting. They must perceive that the learning will be helpful in achieving their goals. Adults are more motivated by information that can be used immediately or in the short-term. They prefer to focus on real life, immediate problems rather than on theoretical situations.

2

Readiness of self-directed learners

Adults want to feel responsible for their learning. They may resist learning when they feel others are imposing information and ideas on them. Their learning pace needs to be respected. While there is no “hurrying up”, Facilitators can make the most of teaching moments. Teaching moments occur when adults themselves bring up topics, questions, clarifications, or comments that may directly be related or somewhat related to the topic. This moment indicates that their minds are ready to learn.

² The Annex ‘Training Tips’ was drafted by Clifford Sorita



3

Experience

Adults bring a lot of experience to learning situations. Adults are more motivated when their own individual backgrounds and prior knowledge are acknowledged. It is easier for them to learn new information when these are connected with their previous knowledge and personal background. It must be integrated with their own experience in such a way as to complement or supplement what they already know.

4

Different styles of learning

Adults are unique individuals with different personalities and different ways of learning. Some adults learn more quickly through pictures, graphs, diagrams, and illustrations (visual learners). Others easily acquire information by listening and speaking (auditory learners). There are those who learn better as they physically do or touch something (kinesthetic learners). Thus, varied teaching methods should be used in order to facilitate the learning of participants who have different learning styles.

5

Positive learning experience

Adults respond positively in a warm and encouraging environment. They welcome feedback but it must be perceived as a means to help them become better students rather than criticism of their abilities. Thus, they respond when they feel that the environment provides the means for learning and success.

Before you start, build rapport

You do not just engage in a strenuous activity without warming up first. This is true to learning as well. Build a friendly, lively, and comfortable atmosphere by familiarizing yourself with your students and getting your students to familiarize themselves with each other. This can be complemented with understanding and adjusting your students' expectations with what you can provide through the modules.

Skills of an effective facilitator

Since the Facilitator-trainer is a motivator-teacher-reinforcer, he or she should develop the following skills:

Communication skills: The major tool that a teacher has is his or her speaking ability. The only way that a teacher imparts knowledge is by talking about it. He or she should be able to communicate what is in his or her mind in a manner that is easy to comprehend.

- ✱ For a teacher, you don't need to have a modulated voice like that of an announcer on radio. But you should speak clearly and loudly so that you are heard by all the students in the classroom.
- ✱ You should not sound monotonous. Your pitch and voice inflection should vary to indicate the emphasis you want to place on important concepts.



Simplifying skills: a teacher should not just communicate the subject matter, but should do so in the simplest way possible, so that students can easily understand. Simplifying concepts may require several techniques depending on the learning style of the students. If the concept is complicated then you can:

- * Draw a diagram, picture, or illustration. This caters to the visual learner who is able to replicate the diagram in his or her mind in order to understand your point.
- * Tell a story to illustrate your point. This caters to the auditory learner. The story will create an imprint of the concept you want to teach in the student's mind, so that they might understand it more easily. In fact, stories are a good way to make a point stick among adult students. If you run out of stories to tell, then ask your students to share their experiences or any story that they know of that would drive home your point. Adult learners have a lot of stories to tell because they have already lived life with meaningful experiences. They would feel more important if they would be given a chance to share their experiences and facilitate their learning.
- * Include activities. Activities allow students to move around the classroom and interact, while illustrating a learning point.

Assessment skills: A teacher should sense if his or her students are learning or absorbing what he or she is trying to impart. The diagnostic assessments like tests or surveys are ways to know if they are learning. But this is done at the end of the course. While a teacher is lecturing, he or she should at once be able to sense if the students are still using their cognitive senses, are still interested in the lesson, and are absorbing what he or she is trying to convey.

Here are some signs when students are beginning to drift their attention away from you:

- * The student's eyes wander away from you. If they don't look at you, at the board, or at your presentation, this means their attention is wandering as well.
- * They begin to doodle anything on their notes. This would mean something else is occupying their mind.
- * They begin to frequently yawn. This may not just mean they are tired but that they are also bored.
- * They begin to talk to amongst each other about topics other than the lecture.
- * They begin to frequently look at their watch. This can indicate they are bored and want the seminar to end.
- * They begin to find excuses to leave the room.

Questioning skills: In order to solicit meaningful feedback from your students, you should know how to ask questions to them. These questions break the monotony of simply absorbing the lecture into analyzing what you are teaching. The change of mode is essential in order to reinforce the knowledge you want to get across.

Listening skills: A teacher does not just talk. He or she should also listen. And a teacher should be an intent listener. This is because students will raise questions or comments about your presentation. Adult learners are always eager to be part of the learning process by clarifying concepts, asking questions, or even sharing their experiences. A good listener not only listens but is also open-minded and humble enough to receive comments and to act judiciously on them.



Stimulating participation

Getting adult learners with different learning styles to be ready and actively engaged in the learning process is key to a successful training. The period of actual instruction and interaction with participants is the most significant but also the longest part of the training, so there is a need to keep the participants constantly stimulated during the session. Here are three goals for stimulating learning and participation:

1. **Attention:** When the goal is attention, a Facilitator wants the learners to become more alert and investigative. In this state, the learner is more ready to acquire information and to track and monitor the material presented by the Facilitator.

Learner attention can be maintained by having frequent response opportunities and helping learners to be accountable for what they are learning. Response opportunities are any chances provided by the instructor for learners to publicly participate or perform during a learning activity. These include answering questions, giving opinions, demonstrating skills, and reacting to feedback. Attention is also enhanced when instructors introduce, connect, and end learning activities attractively and clearly. Since learning requires effort and adult learners may be prone to fatigue, selectively use breaks, physical exercises, and energizers to release stress and refocus attention.

2. **Interest:** When the stimulation goal is interest, Facilitator-trainers want the learners not only to pay attention but to desire more information and understanding. The learner is open to “receiving” the learning experience through listening, watching, feeling, reading, and note-taking, with a desire to comprehend and remember. Interested learners are open and responsive learners who want to concentrate on and retain what they are learning and experiencing.

One way to build interest is to relate learning to the participants’ personal interests and situations. Whenever possible, instructors should clearly state or demonstrate the advantages that will result from the learning activity. Show what the information can be used for by giving actual examples of how the information can be used in real life. Show how the information can be immediately useful by giving examples that are relevant to the present time. Instructors and facilitators who use humor, analogies, stories, and unexpected activities also make learning more interesting.

3. **Involvement:** When the goal is involvement, the learner is actively engaged in the learning activity. The learner is searching, evaluating, constructing, creating, and organizing the learning material into usable ideas, memories, skills, understandings, solutions, or decisions. Considerable mental, emotional, and even physical efforts are exerted by the learner as numerous mental transformations are occurring in the learner’s mind.

Facilitator-trainers enhance learner involvement by selectively using application, analysis, synthesis, and evaluation questions and tasks. Facilitator-trainers can introduce minor challenges during instructions such as surfacing contradictions or misconceptions then leading the participants into clarifying and resolving these clearly and practically. Recognizing and integrating learners’ responses and making them feel that they have an important part in generating knowledge also keeps them involved.

What are the different strategies we can use to bring our message more effectively to our participants?

Teaching should be systematic and organized. In order to effectively impart knowledge, it should be governed by systematic methods on how to package a certain piece of knowledge and have an effective means to relay it. Here are several strategies that you can use:

1. **Presentation strategies** are used when the major objective is to convey information. They include demonstrations and lectures. Since the purpose is to convey information, the learner is usually passive. The responsibility for the learning remains primarily with the teacher or presenter.



- 2. Action strategies** are teaching activities in which the learners are physically as well as intellectually active during their learning process. It involves a good amount of learner participation, so the control or responsibility for the learning tends to move from the teacher to the participant. For action strategies to be effective, the approaches must seem natural and meaningful to the adult learner. Avoid activities that might appear childish or irrelevant to the participants. Also make sure that sufficient time is available for the participants to do the tasks properly and successfully.
- 3. Interaction strategies.** Interaction strategies are teaching techniques that rely heavily on discussion, dialogue, debates and sharing among participants. Students are active during the learning process in clarifying their own thinking and sharing their ideas with one another. These strategies provide learners with opportunities to react to the ideas, experience, insights, and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling. These also promote depth in the learner's mental processing.

What are some tips for enhancing questioning skills?

Teaching is also effective if you are not always the one doing the talking. Soliciting answers from your students is one way to excite interest and make them feel a part of the learning process. Here are tips to develop your questioning skills:

1. When asking a question, pause and ask for a show of hands. Avoid asking the first few volunteers but wait three to five seconds before selecting a respondent. This allows everyone to consider the possible answer or skill to be demonstrated. It gives learners a chance to organize themselves mentally and emotionally.
2. While pausing before selecting a respondent, survey the group while making eye contact with different adults in the group. This will tend to increase everyone's attentiveness.
3. Selectively use knowledge and comprehension questions:

Knowledge questions usually contain the following words		Comprehension questions usually contain the following words	
Define	Who?	Describe	Rephrase
Identify	What?	Compare	Contrast
Recall	When?	Illustrate	Differentiate
Recognize	Where?	Interpret	Explain

4. Avoid pressuring learners to "think" about what has been asked. Adults usually resent this form of indirect intimidation, which implies that they are not motivated or capable in the first place.
5. Avoid frequent evaluative comments, such as "That's good", "Excellent", "Fine Answer", and so forth. Even though these may be positive, they make instructors the judge and jury, deciding what is right and wrong. Acknowledgement, appreciation, and transition responses such as "Now I see how you understand it," or "Thank you," or "Well, that must mean..." tend to have greater chances of continuing discussion, interest, and thinking.
6. Avoid a "Yes, but..." reaction to a learner's answers. Essentially, this is a rejection of the learner's response.



7. Probe answers to stimulate more thinking and discussion. Probes are questions or comments that require a learner to provide more support, to be clearer and more accurate, and to offer greater specificity or originality. Some examples:

- * *How did you arrive at that conclusion?*
- * *What are some other possibilities?*
- * *I don't quite understand.*
- * *Explain a bit more.*

Insert questions into ongoing lectures and explanations. Sometimes, these may be rhetorical or specific. Used in this manner, questions act much like examples. They refocus attention, bring learner comprehension to the surface, and stimulate further interest.

Training management tips

The training materials are complete, but they can be amended based on your experience. You should prepare before delivering the training:

- * **Master the modules.** Study the entire content of the modules. Study the module you will present the day/night before. This will make you ready for the topic of the day.
- * **Prepare the materials you will use for the seminar beforehand.** Check the materials you will use in advance. Be sure they are complete and they are working or workable.
- * **Rehearse how the modules will be presented during your preparation.** Explore all possible avenues in which questions may be raised.
- * **Arrive at the venue one hour before the seminar starts.** Prepare the materials you will use. Check the microphones and other equipment you will use beforehand. Be sure they are working properly.
- * **Arrange the chairs so that they can be easily moved for different activities.** The rule in arranging chairs is that they should face you if you lecture. If you need to move them to undergo an activity, devise a way so there is minimal movement of the chairs.
- * **Have a backup plan just in case your equipment or materials will not work.** You may have brought your materials but sometimes, no matter how prepared you are, glitches come up. This may distract your students.
- * **Be conscious of time. Start on time Finish on time.** Make sure you set aside enough time for each activity and lecture. Stick to your time frames so that you do not run out of time to finish the training or rush through the final points.



Teaching values

You may have the skills in teaching, you may have the qualities of a motivating instructor, but you still need to add the values of a teacher in order to complete your task. Values are ideas or morals that you hold important in going about your teaching.

- * **Teach not to boost your ego but for your students' understanding.** Teaching is not about you. It is about your students who need to be filled with the knowledge that you would like to convey. Teaching is a service and not a means to fan your ego or to show that you are as good or even better than your students.
- * **A teacher does not know everything.** Be humble to admit, when questions are raised, that you do not know the answer to a question if you really don't. You can commit to finding out the answer and get back to them at a later time.
- * **Be open to others' input.** The reason why a teacher asks questions is to solicit the students' impressions or points. Your students may also give a new dimension to a topic. They may give a fresh input on things. It is, therefore, a must that teachers have an open mind.
- * **Be encouraging, be an encouragement.** What reinforces a person's understanding is kind appreciation from their teacher. A confirmation of their answer, an appreciation of a student's attempts to answer even though they may be wrong would add to the student's desire to learn more.
- * **A teacher never stops learning.** A teacher tries to study and master his or her subject-matter before he or she imparts it to his or her students. He or she should know beforehand the different angles and the different questions that the topic could generate. Learning does not stop here, however. Teachers should supplement it with further studies as the opportunity arises.
- * **Be excellent at what you do.** Drive home the habit of being an excellent teacher, for this could infect your students with the drive to become excellent as well.





True



False

Appendix 3: Details of employment contract picture cards (Activity 1.3.1)

1. Names



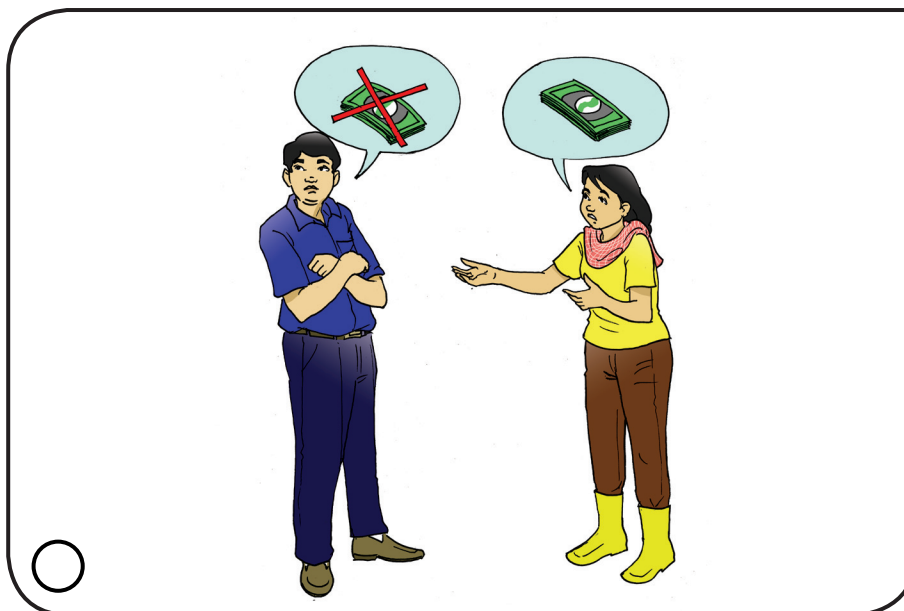
2. Where you are going to work



3. Duties you are expected to perform



4. Salary details, including overtime and deductions



5. Holidays, leave and time off



6. Your employer's address and phone number



7. Termination guidelines



8. Dispute settlement procedures



9. Insurance schemes



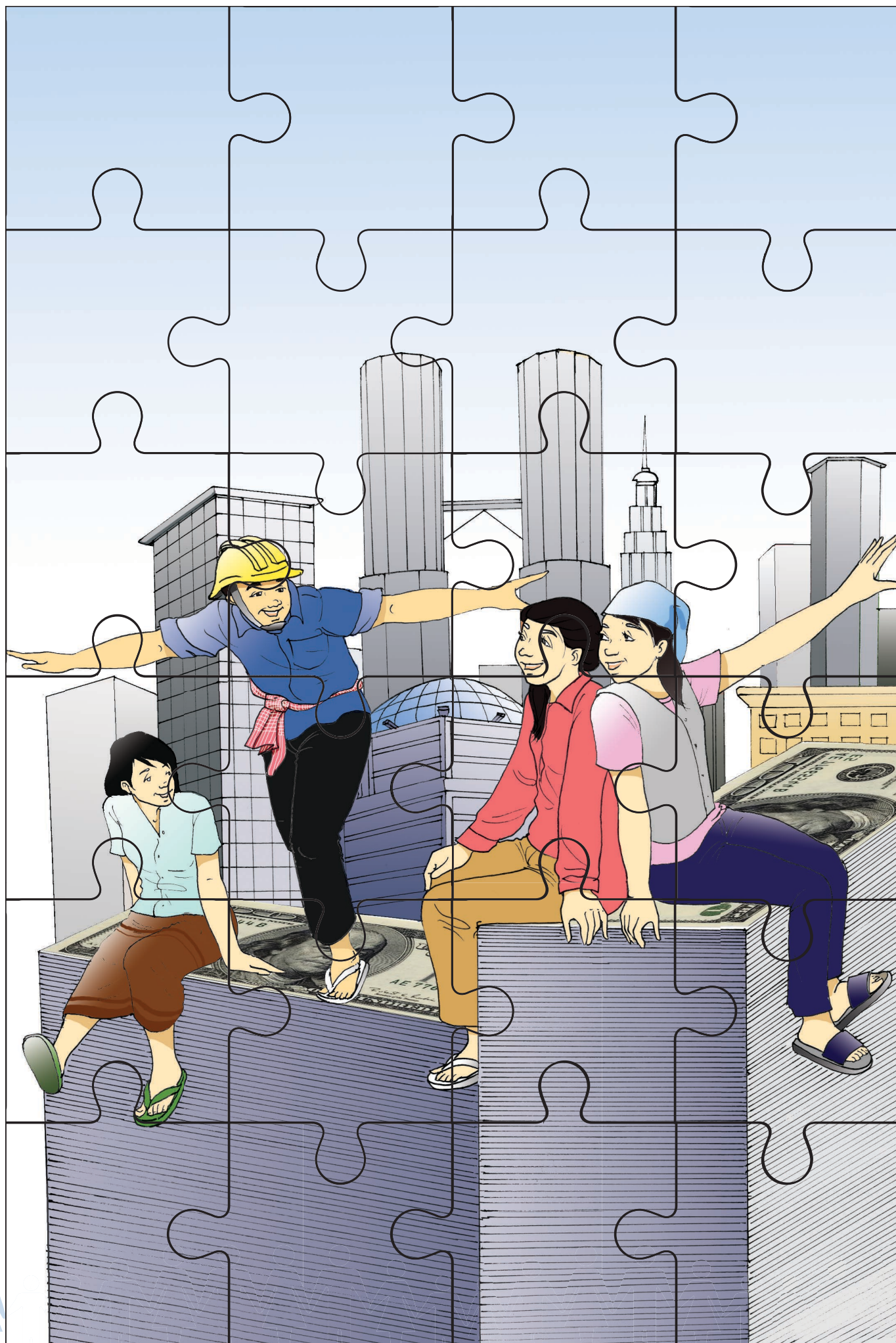


Agree



Disagree

Appendix 5: Picture puzzle (Activity 2.1)



Appendix 6: Role play scenarios (Activity 2.3.3)

Scenario 1: Worker 1 comes to the group leader's office to ask for leave

Guide for worker 1:

Worker 1 goes to the group leader to ask for leave, citing health reasons. She/he has asked for leave several times before, but the group leader always refused her/his requests on the grounds of a workforce shortage. This time, Worker 1 is quite positive that the Group Leader will approve his request.

Guide for group Leader 1:

Group Leader 1 is cold and dismissive. She/he is assigning work and making phone calls when Worker 1 makes her/his request. She/he does not listen to Worker 1's reasons for asking for leave. During the conversation, She/he interrupts Worker 1 several times, and at the end of the conversation, She/he speaks harshly to Worker 1, refusing to grant leave because there's too much work to do.

Scenario 2: Group leader 2 corrects worker 2's breach.

Guide for worker 2:

Worker 2 is a new worker who has worked at the factory for only a few days. She/he has been busy with work and has been provided with little training. She/he is not quite aware of the operation procedures and the factory's regulations.

Guide for group Leader 2:

Professional in tone and attitude. Group Leader 2 asks Worker 2 whether she/he is aware of the relevant regulations and whether she/he has participated any related training, then listens to Worker 2's explanation. Group Leader 2 tells Worker 2 the possible consequences of violating the proper operation procedures and the factory's relevant regulations.



Appendix 7 : Picture cards for HIV/AIDS discussion (Activity 2.4.2)



Facilitator's instructions & methods

1. Mother-to-child transmission – in the womb – **risk of transmission**
2. Mother-to-child transmission – through breast milk - **risk of transmission**
3. Mother-to-child transmission – at birth - **risk of transmission**
4. Needle sharing - **risk of transmission**
5. A woman and a man hugging – **no transmission**
6. Eating together, sharing plates, glasses and cutlery – **no transmission**
7. People caring for a sick person – **no transmission**
8. Shaking hands – **no transmission**
9. Kiss on the cheek – **no transmission**
10. Using the same telephone – **no transmission**
11. Receiving money in a shop – **no transmission**
12. Comforting someone who is crying – **no transmission**
13. Sneezing – **no transmission**
14. Swimming together – **no transmission**
15. Using the same clothes – **no transmission**
16. Sitting next to each other in school – **no transmission**
17. Using the same toilet – **no transmission**
18. Mosquito bite – **no transmission**
19. Contact with animals – **no transmission**
20. Unprotected sex (no use of condom) – **risk of transmission**
21. Using the same drinking glass – **no transmission**
22. Tattooing – **risk of transmission** with unclean needles
23. Food – **no transmission**
24. Blood transfusion – **risk of transmission**

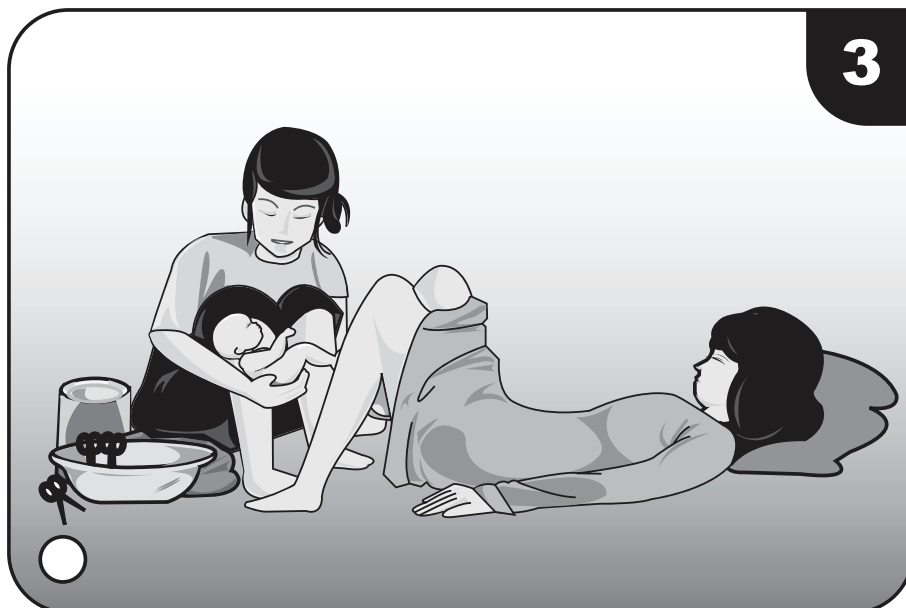
1. Mother-to-child transmission – in the womb



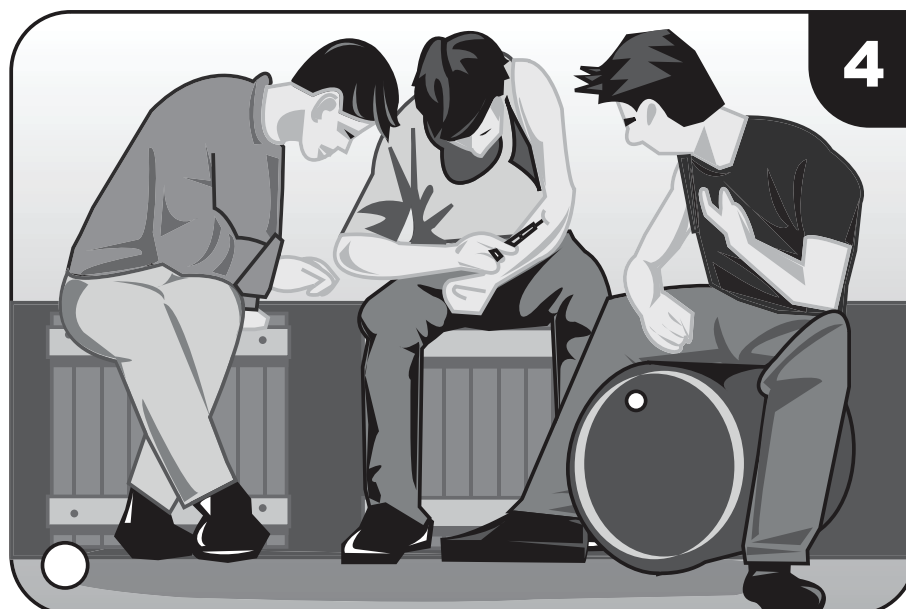
2. Mother-to-child transmission – through breast milk



3. Mother-to-child transmission – at birth



4. Needle sharing



5. A woman and a man hugging



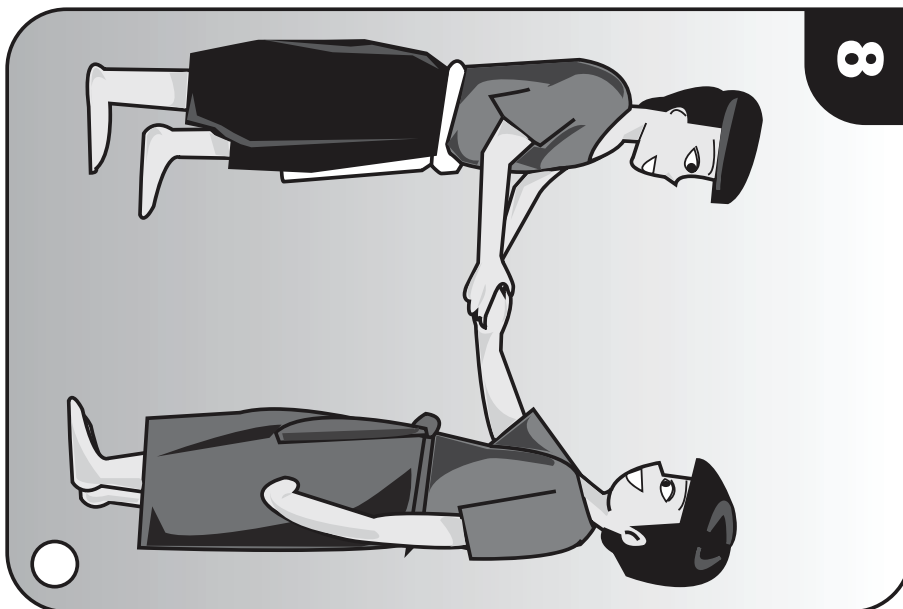
6. Eating together, sharing plates, glasses and cutlery



7. People caring for a sick person



8. Shaking hands



9. Kiss on the cheek



10. Using the same telephone



11. Receiving money in a shop



12. Comforting someone who is crying



13. Sneezing



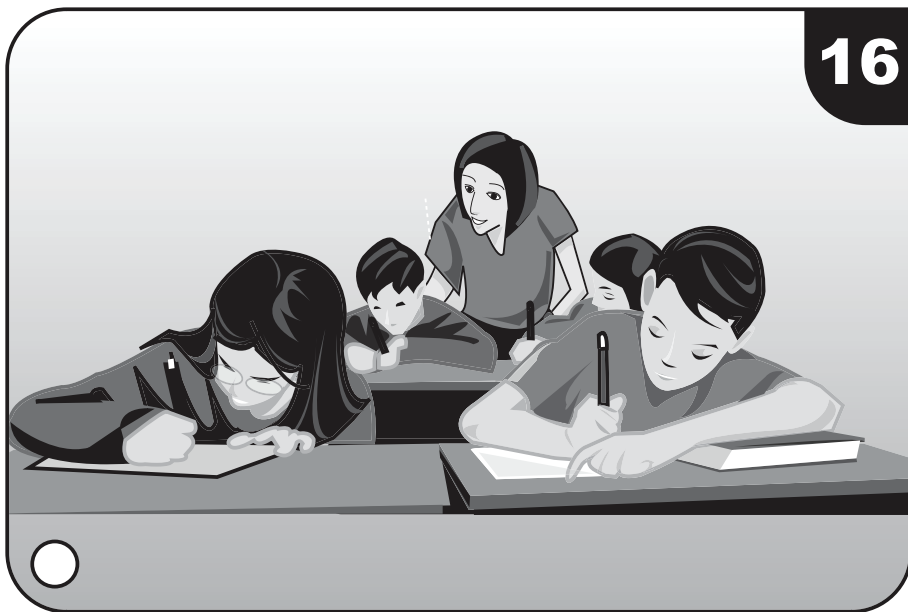
14. Swimming together



15. Using the same clothes



16. Sitting next to each other in school



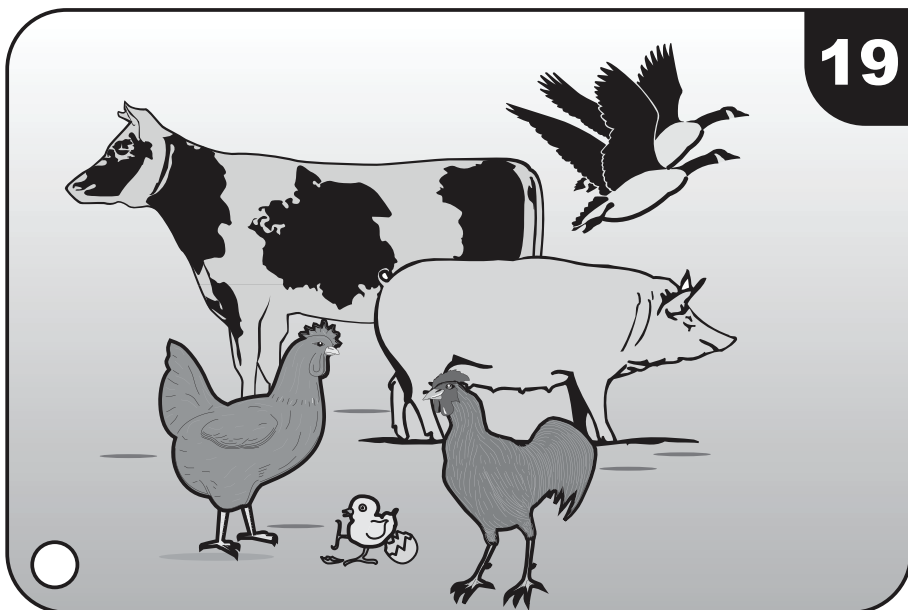
17. Using the same toilet



18. Mosquito bite



19. Contact with animals



20. Unprotected sex (no use of condom)



21. Using the same drinking glass



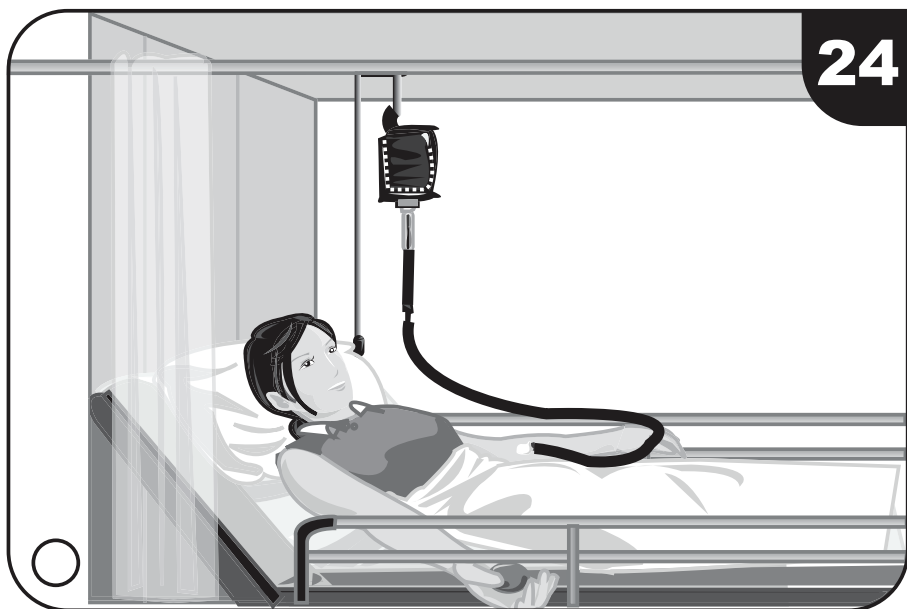
22. Tattooing



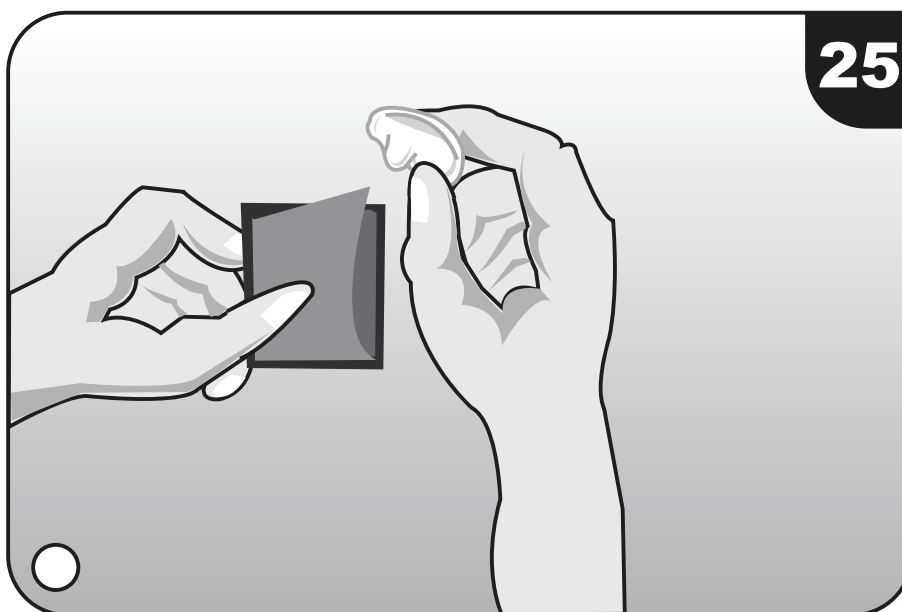
23. Food



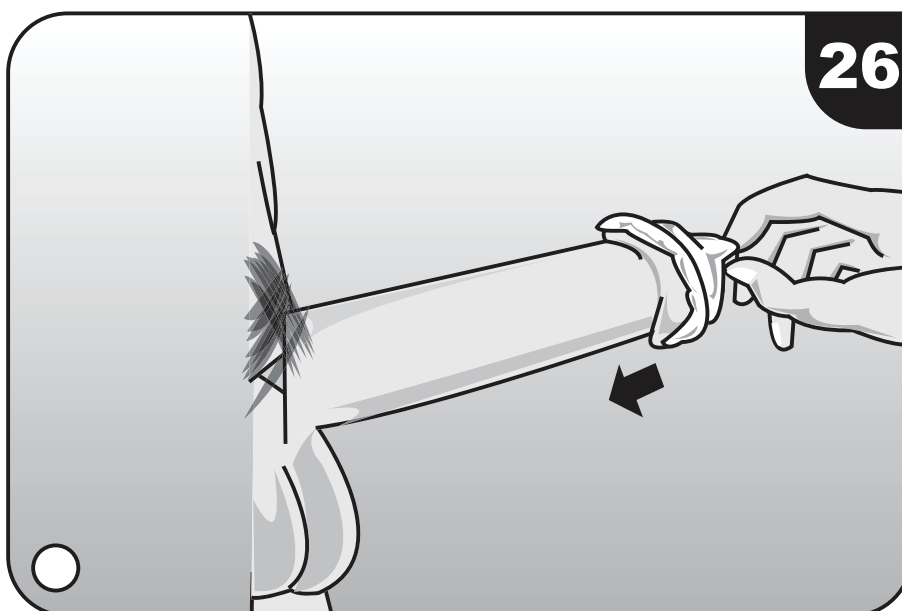
24. Blood transfusion



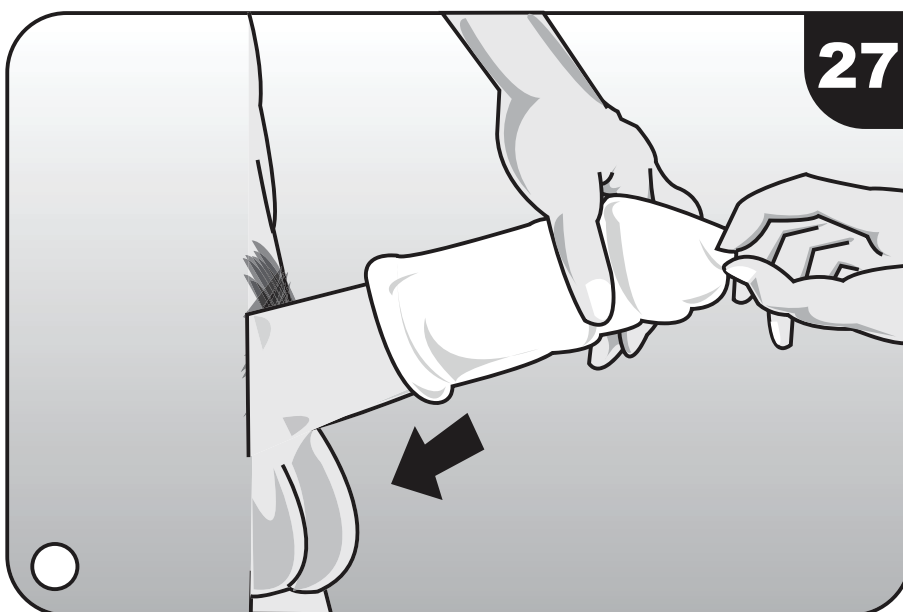
How to use a condom correctly



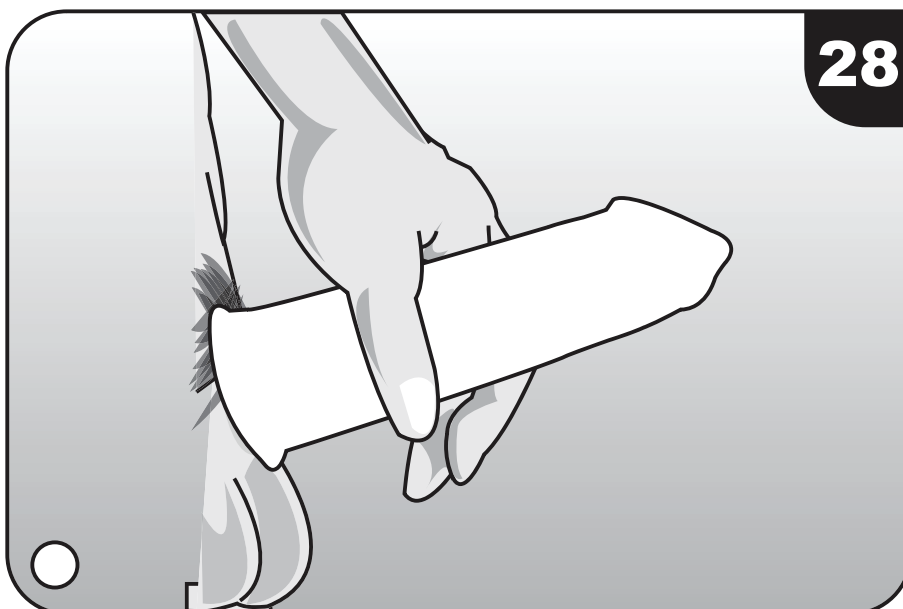
How to use a condom correctly



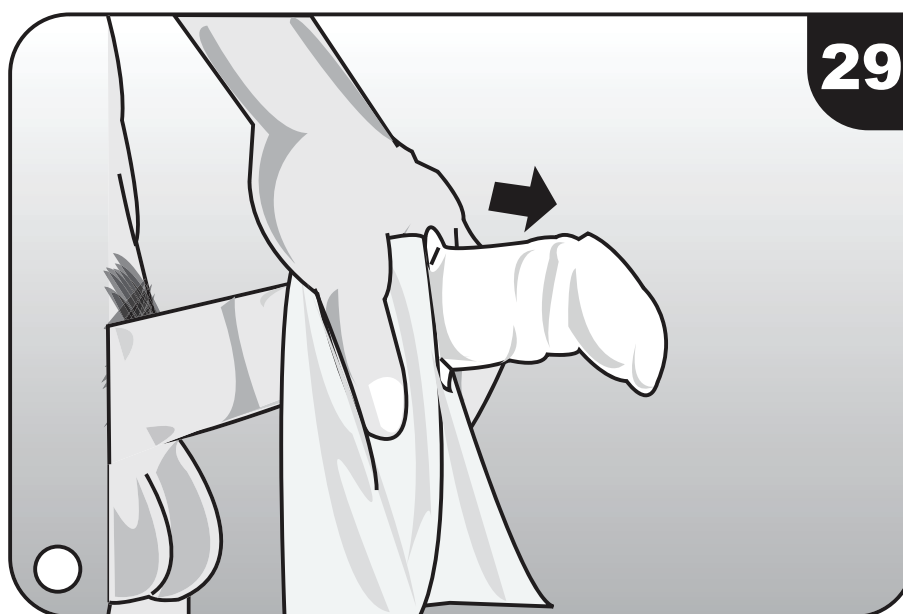
How to use a condom correctly



How to use a condom correctly



How to use a condom correctly



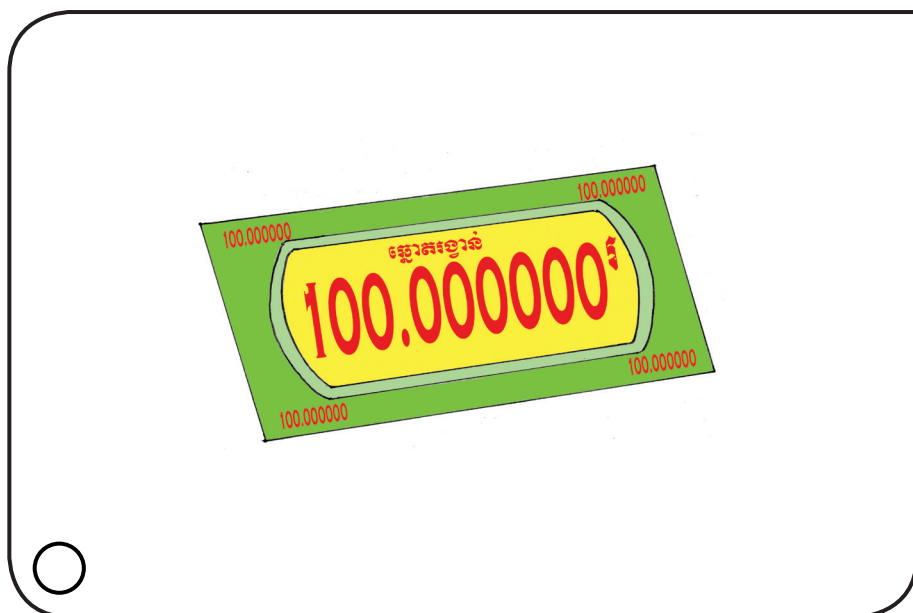
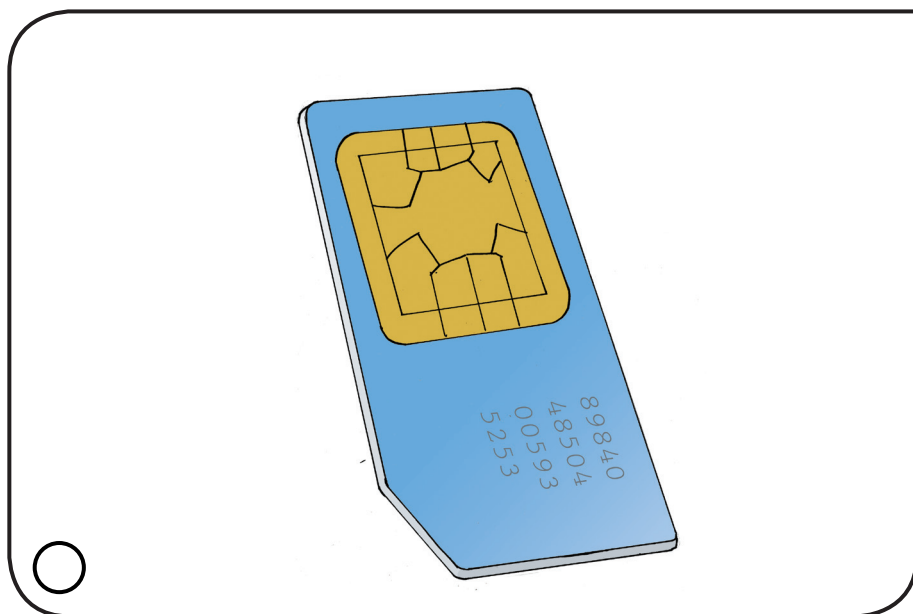
How to use a condom correctly



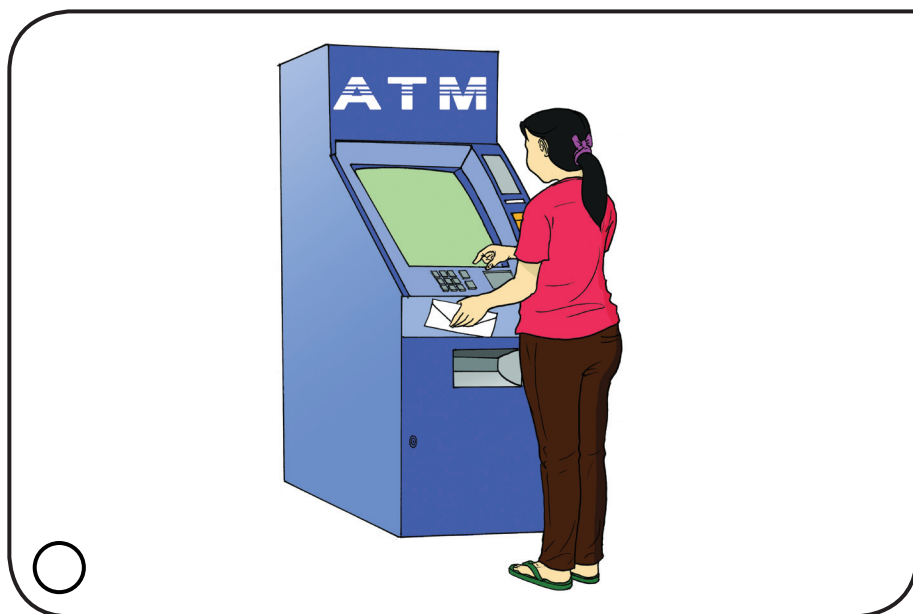
Appendix 8: Wants and Needs picture cards (activity 2.5)





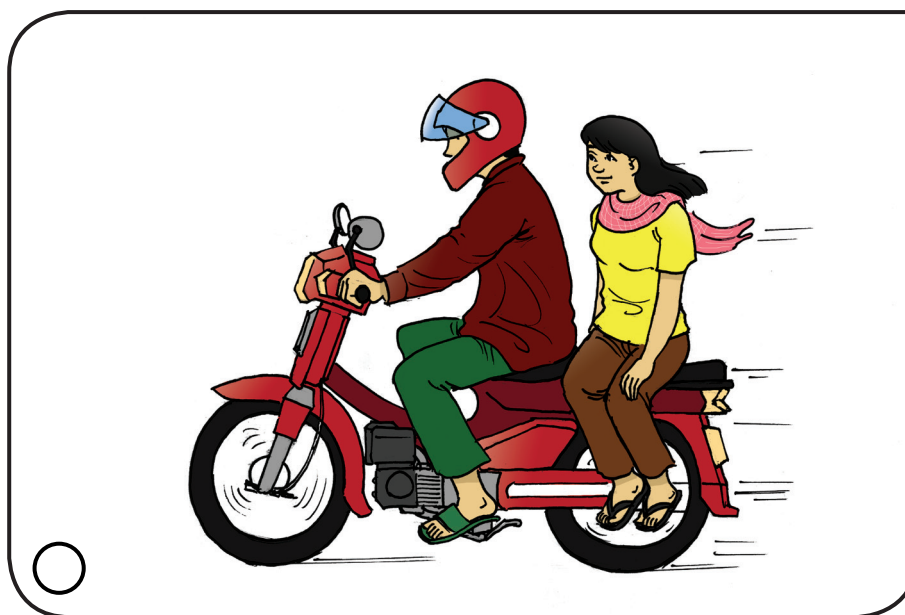




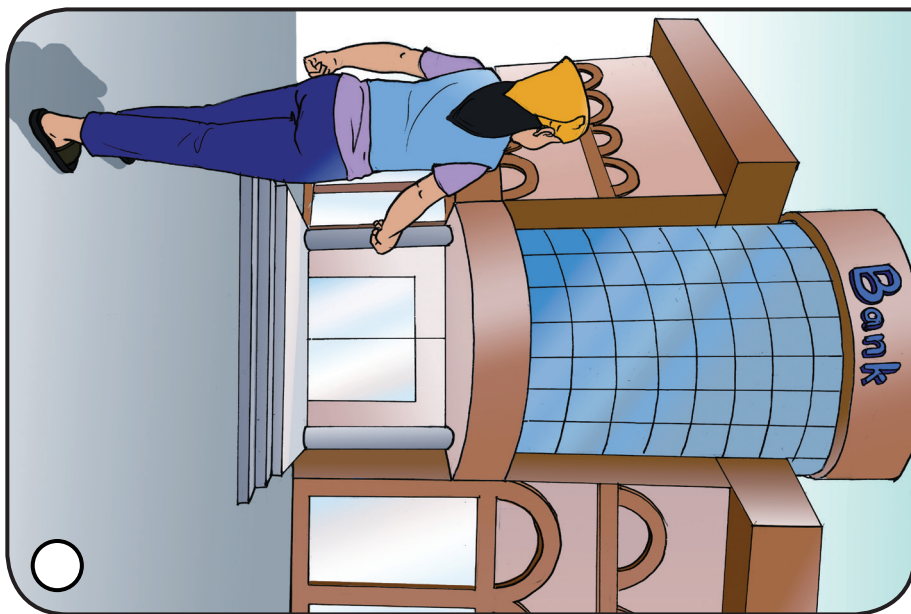








Appendix 9 : Remittance cost picture cards and sample forms (Activity 2.6.3)





◀ Appendix 9: Remittance cost picture cards and sample forms (Activity 2.6.3)



◀ Appendix 9: Remittance cost picture cards and sample forms (Activity 2.6.3)



Appendix 10 : Pre- and post-test

A. True or false questions

Answer the following questions with True or False by ticking the box (☒)

1. Migrant workers are always safe and never face any problems or challenges while working abroad.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

2. Migrant workers do not have any right to complain to authorities, recruitment agencies or NGOs when they are being abused.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

3. There are three main ethnic groups in Malaysia: Malay (53%), Chinese (25%), and Indians (10%)

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

4. Muslims in Malaysia pray three times a day – at dawn, at noontime and at night.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

5. Muslim women in Malaysia cover their heads and wear loose clothes in public places.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

6. All government offices and banks are closed every Friday in Malaysia so Muslims can do their Friday worship in mosques.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

7. Islam is the official religion of Malaysia.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

8. Pork is prohibited in the diet of Muslims.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

9. Muslims are required to abstain from eating and drinking from sunset to dawn during the time of Ramadan.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

10. Elderly people are respected in Malaysia and they usually live with their immediate families.

☐ TRUE ☐ FALSE ☐ DO NOT KNOW

B. Multiple choice questions

Please circle (O) the most appropriate answer of the each following questions:

1. What documents should you prepare before migrating?

- a. My passport, visa, work permit, contract, air or bus fares, bank account details and a list of emergency numbers. I will give a copy of these to my family.
- b. Nothing, the recruiter or employer will take care of my documents
- c. My passport and visa.

2. What will you do if you feel homesick when you are working abroad?

- a. I should regularly communicate with my family
- b. Develop meaningful friendship
- c. Participate in the activities which my embassy, the local government or NGOs are sponsoring
- d. All of the above

3. What should you do if you are facing difficulties at work and with your employer?

- a. Keep quiet and be patient
- b. Argue with the employer and go on strike
- c. Seek help from appropriate authorities

4. What can you do if you want to increase your personal savings?

- a. Spend on needs, not wants.
- b. It is not important to save money
- c. I will work out my budget before I leave and reduce my expenses spending on needs, not wants. If I want to save even more I will spend even less on needs.

5. What will you do if somebody approaches you and invites you to stay longer and find another job when your current contract is nearly finished?

- a. I will agree to stay because I will earn more income to support my family.
- b. I will not agree because accepting the new contract or agreeing with the new employer means that I will be illegally in the host country.

6. If you migrate and come back home, what will you do?

- a. Look for a job that matches your skills.
- b. Start a business.
- c. I don't know. I haven't thought about it



1. Please write down the name of and contact information (telephone number and address) of institutions, NGOs, trade unions, an Embassy, etc. that can help you if you are facing difficulties in Malaysia.

Answers:

A: 1) false 2) false 3) true 4) false 5) true 6) false 7) true 8) true 9) false 10) true

B: 1) a 2) d 3) c 4) c 5) b 6) a or b

1. Refer to section 1.5.6 for a list of contacts.
2. Contact and visit money transfer operators, a bank, or other remittance service providers, then fill in the required form, indicate the amount of money you will send and sign. Inform your family that you have sent money, tell them the reference number and the amount you have sent.



Appendix 11: Participant feedback form

Participant feedback form

1. Overall, how do you rate the pre-departure training seminar?
(Check the box that applies)

Excellent  ☐	Good  ☐	So-so  ☐	Poor  ☐	Very Poor  ☐
--	---	--	--	--

2. Which three topics were most useful to you?

3. Which three topics were least useful to you?

4. What additional topics would you like to include in this training?

5. Do you think the workshop was a) too long; b) too short; c) right length

6. Which training methods used in the programme would you like more of (e.g., trainer's presentation, handouts, quizzes, activities, case studies, discussions)?

7. Which training methods used in the programme would you like less of?

8. How would you rate the trainer's overall performance?

Excellent  ☐	Good  ☐	So-so  ☐	Poor  ☐	Very Poor  ☐
--	---	--	---	--

Remarks:

9. How would you rate the overall organization of this workshop? (e.g., accommodation, breaks for refreshment, translation, administrative and logistical support)

Excellent  ☐	Good  ☐	So-so  ☐	Poor  ☐	Very Poor  ☐
--	---	--	---	--

Remarks:**10. Any other suggestions you may wish to make:**

The training materials:**1. Did the training cover all information that would help you to migrate for work?**☐ YES ☐ NO**2. Did the training give you insight into the working and living environments that you will encounter during your work overseas?**☐ YES ☐ NO**3. Did the training inform you of your rights and the laws that would protect you as a migrant worker?**☐ YES ☐ NO**4. Did the training inform you of the tools to be able to deal with difficult situations at work and with your employer?**☐ YES ☐ NO**5. Is your participant manual user-friendly?**☐ YES ☐ NO**6. Is your participant manual easy for you to understand?**☐ YES ☐ NO

B. The facilitator

1. Did the facilitator have a clear audible voice?

☐ YES ☐ NO

2. Did the facilitator show his or her knowledge or expertise in the subject-matter which he or she taught?

☐ YES ☐ NO

3. Did the facilitator show sensitivity to your questions and concerns?

☐ YES ☐ NO

4. Was the facilitator able to give systematic and logical explanations of his or her subject matter?

☐ YES ☐ NO

5. Was the facilitator able to simplify the subject matter at times when you asked for clarification or more explanation?

☐ YES ☐ NO

6. Was the facilitator enthusiastic when he or she delivered the seminar?

☐ YES ☐ NO

7. Did the facilitator give clear instructions during the activities?

☐ YES ☐ NO

8. Did the facilitator ask challenging questions?

☐ YES ☐ NO

9. Did the facilitator show an open mind when you shared your opinions?

☐ YES ☐ NO

10. Did the facilitator encourage you to ask questions or comments?

☐ YES ☐ NO

11. Was the facilitator encouraging in his or her comments?

☐ YES ☐ NO

12. Was the facilitator on time to start and end the seminar?

☐ YES ☐ NO

13. Were the facilitator's materials and equipment prepared before class?

☐ YES ☐ NO

Notes

Notes section with horizontal dashed lines for writing.



Pre-departure training curriculum

Viet Nam to Malaysia: Facilitator's manual

This manual is to be used to deliver the pre-departure training for Vietnamese migrant workers travelling to Malaysia. The intended outcome is that migrant workers will have the knowledge and means to adapt to their new working environments and to the culture of their country of destination.

Migrants make enormous development contributions to their host and origin countries. Nevertheless many migrant workers, particularly those working in low-skilled sectors are subject to labour exploitation and abuse. The pre-departure training will provide on the workers' rights and responsibilities; the destination country's culture, laws and policies; accessing support services and complaints mechanisms; sending money home, and return and reintegration. The end goal is to reduce the workers' vulnerabilities, to empower them to protect themselves, to recognize situations of labour rights violations, to seek help as required, and finally to have a profitable and positive migration experience.



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