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3-R Trainers' Kit

EMPOWERMENT FOR
CHILDREN, YOUTH AND FAMILIES

Book 6



Module 9 A Smart Job Seeker **Module 10 A Smart Worker**

Busakorn Suriyasarn, Rosalinda Terhorst and Neliën Haspels



International Labour Office

International Programme for the Elimination of Child Labour

Subregional Office for East Asia, Bangkok

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Module 9 A Smart Job Seeker

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Busakorn Suriyasarn, Rosalinda Terhorst and Nelien Haspels

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MODULE 9 A SMART JOB SEEKER

Introduction

This module provides practical knowledge and tools on basic money management, job seeking and safe migration for older youth and adults, especially potential migrants. The first unit helps them to develop basic skills in economics and budgeting, and raises their awareness on the risks of getting into continuous debt situations. The second unit provides practical steps in seeking employment, from setting employment goals and doing job searches to applying for jobs and preparing for job interviews. In the last unit participants learn about dangers of trafficking and how to prepare for safe migration for work.

This module includes 3 units:

- Unit 9.1 Smart Budgeting
- Unit 9.2 Looking for a Job
- Unit 9.3 Migration for Work

Unit 9.1 Smart Budgeting



Content

This unit provides money management skills. The four exercises in this unit help participants to find ways to spend their money wisely. A simple book keeping form is introduced as a way to keep track of earnings and expenditures and understand what cash flow is. Participants learn how to set priorities when spending their income. The risks of getting into a cycle of debt and the importance of a written contract when getting a loan are discussed.



Key Messages

- Know how much you earn and how much expenses you have every month and plan in advance how to spend your money. Always keep in mind that you should not spend more than you earn and debts are difficult to get rid of.
- Make a priority list of expenses (from the most important to the least important) to help you decide how to spend your money.
- Make a schedule of regular payments and expenses (such as rent, transportation, food and utilities) that you have for each month and make sure that you have enough to cover them.
- Keep control of your cash flow (money that comes in and goes out) by making notes or keeping an account book.
- Always make a note when you borrow money from someone or when someone borrows money from you, so that both of you will not forget and have a problem in the future.
- When taking a loan, make sure that a contract with all terms and conditions is made and signed by both parties on every page and preferably with an (government) official as a witness.
- Save money for emergencies and expenses that help you to achieve your goals in life.



Exercises

- 9.1.1 I Go Shopping
- 9.1.2 I Keep Track of My Finances
- 9.1.3 Difficult Choices
- 9.1.4 Caught by Debt

Exercise 9.1.1 I Go Shopping



Objective

To identify tips and techniques that will help participants to buy wisely



Target Group

Children, youth and adults



Duration

60 minutes



Seating Arrangements

Large circle or U-shape seating for plenary with 6 tables side by side, leaving enough space to walk around in front of the tables



Materials

- Flipchart paper, markers and masking tape for the 6 shopkeepers
- One photocopy set of play money (Training Aid 9.1.1 A) and a shopping list (Training Aid 9.1.1 C) for each participant
- A photocopy of the price lists for shopkeepers (Training Aid 9.1.1 B)
- Scissors, one pair for every 4-5 participants



Training Aids

9.1.1 A: Play Money

9.1.1 B: Price Lists for Shopkeepers

9.1.1 C: Shopping Lists



Session Plan

Step 1 – 5 minutes

Briefly introduce the subject to participants with the help of a few questions:

- Do you shop often?
- What do you usually buy?
- Do you compare prices? Why? Why not?

Step 2 – 30 minutes

Ask 6 volunteers to be the shopkeepers and brief them: They will set up six shops as follows:

- 2 local groceries
- 1 supermarket
- 1 warehouse
- 1 fashion boutique
- 1 discount store.

Give each shopkeeper one set of play money (Training Aid 9.1.1 A), 100 points in total, and one price list (Training Aid 6.1.1 B; one shop price list per shopkeeper). Each shopkeeper will set up his/her own shop. The shopkeepers can use flipchart paper to make/draw a kind of stand with the articles that are on their list on display with the prices. They are allowed to put only one item on sale with a maximum discount of 25% and they will discourage bargaining. Give them 5 minutes to prepare their stores in the room.

While the shopkeepers are setting up their shops, tell the other participants that they will be the customers. Give all participants a shopping list (Training Aid 9.1.1 C) and one set of play money (Training Aid 9.1.1 A). Ask them to cut up the play money. When everybody is ready, explain the rules of the game:

- Each customer needs to buy the items on their shopping list.
- They select the shop from which to buy each item.
- When a customer decides to buy something, s/he writes the price on the shopping list. The shopkeeper checks the price and ticks the sale of that item on the price list.
- The customer pays the bill and continues his or her shopping.
- Bargaining is not encouraged.
- All quantities (of vegetables, sweets, etc.) are the same but the quality can differ between shops.
- All shopkeepers have sufficient stock of all items to sell to participants what they want.
- When customers have bought all items on their list and have money left over they are allowed to buy something that is not on their list.

Allow the customers to shop for 20 minutes.



Tip for Trainers

Participants may comment that the amount given and the prices for each item are not reflecting reality. If they do so, explain that this is not relevant in this exercise. The main message is not whether the amount of play money and prices are realistic but about making choices with a given amount of play money.

All participants should be able to buy all items in their shopping list, especially when they choose the cheapest products, but they most probably cannot if they selected more expensive items like a fashionable skirt from the boutique or a higher quality radio.

Step 3 – 20 minutes

Discuss the game in plenary, using the following questions:

- Did the customers manage to buy all items on their list? If not, why not?
- Did some customers manage to buy additional things? If yes, what were these?
- How did the shopkeepers do? Was it easy to sell their goods? Why? Why not?
- What shops were more popular? Why?
- Did someone try to bargain? Do you bargain in real life? Why? Why not?
- What are the techniques you use to save money in your day-to-day shopping?

Step 4 – 5 minutes

Summarize the shopping tips mentioned by participants and add the following points if they were not mentioned.

- Shop around to compare prices.
- Keep in mind that better quality often costs more but can be cheaper in the long run, especially for items like clothes or other durable goods.
- Wait for a sale when you do not need a product immediately.
- Make choices and set priorities.
- Buy only things you need.
- Try to shop in stores that charge least for basic items like milk, rice, sugar, eggs, etc.



Training Aid 9.1.1 A: Play Money

Guidelines: Make one photocopy of this page per participant. Ask the participants to cut it into separate billets and give each participant one set. This means that each participant, shopkeepers and customers will have a set of play money with a value of 100 points.



20	10
10	10
10	10
5	5
5	5
5	5



Training Aid 9.1.1 B: Price Lists for Shopkeepers

Guidelines: Photocopy this page, cut it in 6 lists and give each shopkeeper one list. They have to display their price list. They are allowed to put one item on sale but the discount can be maximum 25%.

✂		✂	
Shop 1: Local Grocery		Shop 2: Local Grocery	
Items available	Price	Items available	Price
Rice	35	Rice	30
Eggs (only per 10)	10	Eggs (only per 10)	15
Milk	10	Milk	10
Juice	25	Juice	30
Ice cream	30	Ice cream	30
Flour	5	Flour	10
Cookies	20	Cookies	15
Sweets	15	Sweets	15
Chewing gum	5	Chewing gum	10
Fruits	20	Fruits	30
Vegetables	10	Vegetables	15
Coffee	55	Coffee	45
Tea	5	Tea	5
Soap	10	Soap	20
Deodorant	30	Deodorant	30
Shampoo	50	Washing powder	50
✂		✂	
Shop 3: Supermarket		Shop 4: Warehouse	
Items available	Price	Items available	Price
Juice	30	Sweets	25
Ice cream	35	Soap	20
Tea	10	Shampoo	20
Coffee	50	Deodorant	15
Cookies	30	Toilet paper	40
Sweets	10	T-shirt (medium quality)	50
Chewing gum	5	Blouse (medium quality)	70
Soap	15	Pants (medium quality)	85
Shampoo	25	Skirt (medium quality)	60
Deodorant	20	Toys	40
Toilet paper	45	Radio (excellent quality)	90
Washing powder	40		
Toys	30		
✂		✂	
Shop 5: Fashion Boutique		Shop 6: Discount Shop	
Items available	Price	Items available	Price
T-shirt (medium quality)	60	T-shirt (medium quality)	25
Blouse (good quality)	80	Blouse (medium quality)	40
Pants (excellent quality)	90	Pants (good quality)	50
Skirt (good quality)	80	Skirt (medium quality)	40
		Socks	5
		Toys	20
		Radio (medium quality)	60
✂		✂	



Training Aid 9.1.1 C: Shopping Lists

Guidelines: Make enough photocopies of this page to have one shopping list for each participant (for example, 3 photocopies for 24 participants). Cut into separate lists.

✂		✂	
To buy	Paid	To buy	Paid
Skirt Sweets Deodorant ✂		Pants Shampoo Chewing gum ✂	
To buy	Paid	To buy	Paid
Milk Eggs Vegetables Fruits Soap Toilet paper ✂		Radio Flour Milk Eggs Rice ✂	
To buy	Paid	To buy	Paid
Radio Chewing gum Socks ✂		Toy Cookies Coffee ✂	
To buy	Paid	To buy	Paid
T-shirt Socks Vegetables Milk Soap ✂		Blouse Cookies Tea ✂	

Exercise 9.1.2 I Keep Track of My Finances



Objective

To learn how to keep track of income and expenses with a simple book keeping tool



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

U-shape or circle



Materials

- One photocopy of the book keeping form (Training Aid 9.1.2 A) for each participant
- Photocopy of the book keeping form on a transparency or on a flipchart



Training Aid

9.1.2 A: Book Keeping Form



Session Plan

Step 1 – 30 minutes

Introduce the topic by asking participants what they know about book keeping. Do they keep track of the money they spend? Hand out the book keeping form. Explain all columns one by one. Ask them to fill in the form for the last week as far as they remember.



Tip for Trainers

When you see your participants over a period of time, for example, once a week it is better to explain the form and ask them to keep track of their income and expenditures for a week. During the next meeting you discuss their forms and continue the exercise.

Step 2 – 20 minutes

Discuss the form in plenary using the following questions:

- What were the problems you had with completing the form?
- Can you give examples for 'money in'?
- Can you give examples for 'money out'?
- Can you think of advantages of keeping track of your expenses?
- What are some disadvantages?

Explain that book keeping means that you keep track of your cash flow, the money that comes in and goes out:

- How much you receive (incoming money)
- How much you spend (outgoing money)
- How much other people owe you
- How much you owe other people.

The total of incoming money minus the total of outgoing money is the balance. This balance is negative if there is more outgoing than incoming money in a certain period. The balance is positive if there is more incoming than outgoing money in a certain period.

Summarize the advantages and disadvantage:

Advantages

- Book keeping helps you to control your cash. You can easily see how much money you have.
- It warns you when you are spending more than you have.
- It helps you to plan. You can easily see how you spent your money. You can find out if your expenditures are needed and what you can save.
- It gives an overview about what you owe others and what others owe you.

Disadvantage

- You have to be precise. Everything you spend, even the smallest item, needs to be written down otherwise the balance is not correct. This costs time.

Ask the participants if they use alternative ways of keeping track of their finances. In cities, participants who earn income may use a checking or savings account. Some participants may be a member of a savings and credit club. Others may pay big expenses, such as rent or petrol, as soon as they receive their salary, or pay for their monthly rent in weekly installments if their income comes in irregularly. If they come up with alternatives, discuss these and the advantages and disadvantages.

Step 3 – 10 minutes

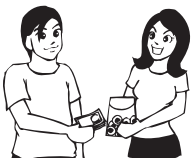
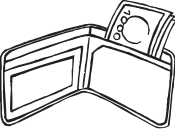
Mention once more that keeping track of your incoming and outgoing money is a wise thing to do:

- It helps you to control your cash.
- You can easily see on which items you spend your money.
- It can help you to plan future expenditures.
- You can easily see who gets money from you and who owes money to you.
- Keep control of your cash flow (money that comes in and goes out) by making notes or keeping an account book.



Training Aid 9.1.2 A: Book Keeping Form¹

Guidelines: Make enough photocopies of this page to have one for each participant in Step 1. Copy the form on a flipchart or photocopy it on a transparency for the explanation in plenary.

Date 	Transaction 	Money In 	Money Out 	Balance 

¹ Adapted from: *GET Ahead Package* by Susanne Bauer, Gerry Finnegan & Nelien Haspels (ILO: Bangkok, Berlin and Geneva, 2004), p. 254.

Exercise 9.1.3 Difficult Choices



Objectives

- To understand that spending money wisely is not always easy because there are always many expenses, some of which are unexpected
- To become aware of the importance of managing money, saving for emergencies and achieving goals in life



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

4 tables in a row on one side of the room with a wall behind to tape flipchart papers, leaving a lot of space to move around in front of the tables



Materials

- Flipchart paper, markers and masking tape
- One photocopy of play money (Training Aid 9.1.1 A in Exercise 9.1.1) and the book keeping form (Training Aid 9.1.2 A in Exercise 9.1.2) for each participant
- Scissors, one pair for every 4-5 participants



Training Aids

9.1.3 A: Preparation for Difficult Choices Game

9.1.1 A: Play Money (in Exercise 9.1.1)

9.1.2 A: Book Keeping Form (in Exercise 9.1.2)



Session Plan

Preparation

Prepare for the exercise as instructed in Training Aid 9.1.3 A.

Step 1 – 10 minutes

Ask 4 volunteers to take place behind the four desks and give them a set of play money (Training Aid 9.1.1 A), 100 points in total. Give all other participants a photocopy of the Book Keeping Form (Training Aid 9.1.2 A) and also a set of play money (100 points). Ask everybody to cut up their play money.

Explain the rules of the game to participants:

- They are going to use the play money for various activities in 5 rounds.
- For each round, the trainer(s) will mention 4 choices and participants are free to decide what they want to do with their money.
- They can spend money at only one or more desks in each round.
- They can also choose to skip a round, if they do not want to spend anything on the choices. They have to keep track of each of their expenditures on their Book Keeping Form.

- The persons who play the roles as banker, landlord, restaurant cashier or cinema ticket seller, etc., behind the tables take the money from the participants according to the prices for the activities or transactions that are written on the flipchart paper.
- When there are no prices mentioned the participants decide for themselves how much they want to spend, for example, when buying a gift or a piece of cloth.
- It is up to the individual participants to decide how much money to deposit at the bank or transfer to their family. Also, they can only withdraw money from the bank, and not from the money transfer service.
- The minimum amount for all transactions is 5 points.



Tip for Trainers

Participants may comment that the amount given and the prices for each item are not reflecting reality. If they do so, explain that this is not relevant in this exercise. The main message is not whether the amount of play money and prices are realistic but about making choices with a given amount of play money.

Step 2 – 10 minutes

Read out the 4 desk roles for the whole group. Explain the situation and the 4 options participants have. Start Round 1:

- Desk roles: 1 – Bank, 2 – Money Transfer Service, 3 – Landlord, 4 – Restaurant
- Situation: It is the last day of the month. You just got paid your first monthly salary (100 points). Decide on how to spend your money. You can:
 - a) put the money in the bank
 - b) send it to your family
 - c) pay your rent
 - d) take your friends out for a drink to celebrate your first month salary.
- You can do one, two, three or all four or none of these, as you like.
- Write the actions down on your book keeping form.

Step 3 – 10 minutes

Continue with Round 2. Again read out the 4 desk roles. Explain the situation and the 4 options participants have:

- Desk roles: 1 – Gift Shop, 2 – Park, 3 – Cinema, 4 – Landlord
- Situation: It is the 4th day of the month. It is the birthday of your girlfriend/boyfriend (change into husband/wife or first child if participants are married and have children). You can:
 - a) buy a birthday present
 - b) take your girlfriend/boyfriend to the park
 - c) take your girlfriend/boyfriend to the cinema
 - d) if you did not pay the rent in round 1, you **MUST** pay the rent now because the deadline for paying the rent for this month is the 5th.
- You have to do c) but you can choose to do any or none of the other choices.
- Write the actions down on your book keeping form.

Step 4 – 10 minutes

Continue with Round 3. Again read out the 4 desk roles. Explain the situation and the 4 options participants have:

- Desk roles: 1 – Shopping Mall, 2 – Cell Phone Shop, 3 – Restaurant, 4 – Party
- Situation: It is the 15th of the month. There is going to be a big party with lots of friends at work or friends from the hometown. You can:
 - a) buy new clothes
 - b) buy a cell phone

- c) eat something first at a restaurant
- d) go to the party.
- You can do one, two, three or all four or none of these, as you like.
- Write the actions down on your book keeping form.



Tip for Trainers

When the exercise is done in rural areas you can adjust Round 3. Change the cell phone shop to a festival ground with free entrance and make the party place a fancy fair with attractions that cost 5 points. The situation will be: It is the 15th day of the month and there is a festival in your community. You can:

- a) buy new clothes for the festival*
- b) go and watch the festival activities for free*
- c) go out with your family and eat in a restaurant*
- d) go to the fancy fair and enjoy the attractions.*

Step 5 – 10 minutes

Continue with Round 4. Again read out the 4 desk roles. Explain the situation and the 4 options participants have in plenary:

- Desk roles: 1 – Bus station, 2 – Money Transfer Service, 3 – Bank, 4 – Friends
- Situation: Somebody is sick at home, what to do?
 - a) go home by bus
 - b) send money you have right away
 - c) withdraw some money from your bank account (IF you have put money in the account earlier) and send some money home
 - d) borrow money from friends to send home because you do not have any money left.
- Decide what to do and act accordingly or you can do nothing.
- Write the actions down on your book keeping form.

Step 6 – 10 minutes

Continue with Round 5. Again read out the 4 desk roles. Explain the situation and the 4 options participants have in plenary:

- Desk Roles: 1 – Doctor's Office, 2 – Pharmacy, 3 – Friends, 4 – Apartment
- Situation: What a disaster, now you became sick as well, what to do?
 - a) see a doctor
 - b) buy medicine from a pharmacy
 - c) call some friends to borrow money from to see a doctor (Watch out: if you borrowed already in round 4 you are not allowed to borrow again)
 - d) stay home and rest.
- You can do one, two, three or all four or none of these, as you like.
- Write the actions down on your book keeping form.

Step 7 – 25 minutes

Ask all participants to sit down and start a discussion in plenary. If there is time, quickly scan two or three book keeping forms to see what the participants exactly did and use these forms as a starter for the discussion, using the following questions:

- Did you enjoy the game?
- Did you have problems in keeping track of all your actions on the book keeping form?
- Did you have enough money to play until the last round? If not, why not?
- Who has money left over? How much, and why do you have money left over?
- Can you give an example of a difficult decision, and explain why it was difficult?
- What was an easy decision and why?

- Who deposited money in the bank? Why? Why not?
- Who had to borrow money and why? Do you think this was a wise thing to do?
- In real life: are you sometimes short of money? If so, what is the main reason for that?
- What do you do in such a situation?
- What are wise things to do with your money?
- If you have to give advice to someone, your friend or your child, to spend money wisely, what will be your advice?

Step 8 – 5 minutes

Summarize the discussion and conclude with the following points:

- Be aware of how much you earn and how much expenses you have per month.
- Plan in advance how to spend your money. Always keep in mind that you should not spend more than you earn and debts are difficult to get rid of.
- Make a schedule of regular payments and expenses (such as rent, transportation, food and utilities) you have for each month and make sure that you have enough to cover these.
- Make a priority list of expenses (what is the most important to the least important of expenses) to help you decide how to spend the money.
- Keep control of your cash flow (money that comes in and goes out) by making notes or keeping an account book.
- Always make a note when you borrow money from someone or when someone borrows money from you, so that both of you will not forget and have a problem in the future.
- Do not send all of the money to your family or others. Always keep some money for yourself for emergencies and to achieve your goals in life.



Training Aid 9.1.3 A: Preparation for Difficult Choices Game

Guidelines: Set up a row of 4 tables in front of the room, about one foot apart from one another with a wall or boards/flipchart stands behind the tables. Assign a number to each table (Table 1 ... Table 4). Put a chair behind each table for a person to sit.

Prepare four flipcharts as given below. Make them attractive and creative, for example, for the Bank use a logo and name of a local Bank, paste some pictures from advertisements in magazines next to the gift shop and shopping mall, or give an address for the apartment. Tape the flipcharts behind the corresponding tables at the wall, board or flipchart stands.

Flipchart Desk 1 1 – Bank - Opening hours: Rounds 1 and 4 only 2 – Gift Shop 3 – Shopping Mall 4 – Bus Station - Ticket: 5 points 5 – Doctor's Office - Visit: 20 points	Flipchart Desk 2 1 – Money Transfer Service 2 – Park 3 – Cell Phone Shop - Installment: 20 points Every month: 10 points 4 – Money Transfer Service 5 – Pharmacy
Flipchart Desk 3 1 – Landlord - Rent: 25 points 2 – Cinema - Ticket: 5 points 3 – Restaurant - Meal: 20 points Drink: 10 points 4 – Bank - Opening hours: Round 1 and 4 only 5 – Friends	Flipchart Desk 4 1 – Restaurant - Meal: 20 points Drink: 10 points 2 – Landlord - Rent: 25 points 3 – Party - Entrance: 5 points 4 – Friends 5 – Apartment

Exercise 9.1.4 Caught by Debt



Objectives

- To understand the “circle of debt”
- To discuss ways of how to avoid getting into debts



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

Circle or semi-circle seating



Materials

Markers and masking tape



Training Aid

9.1.4 A: Cards for the Circle of Debt



Session Plan

Step 1 – 15 minutes

Start this session with a story about a migrant worker who lives in a city far from her village. Give the migrant worker a name and explain that she is working hard to send her family back home a certain amount of money every month. She keeps a little for her own costs but does not manage well because the family in the village asks for more and more money. Her family spends the money often on consumer items like a radio or television and sometimes have trouble to pay for all daily expenses. A few months ago they were really short of money and had to borrow money against a high rate of interest. Now they have a debt.

Start a brief discussion about debts using the following questions:

- Does this situation happen to people you know?
- What does having a debt mean?
- Do you or your family have debts? Why?
- Do you know where you can borrow money?

Step 2 – 10 minutes

Use the 5 picture cards to explain the “circle of debt” as shown in Training Aid 9.1.4 A as follows:

- Start with showing **Picture 1** by introducing the woman (give her a name). Place the picture at a place where everybody can see it clearly.
- Next, explain that the woman lives in a rural village. She dreams of having her own business but she has very little money. She borrows from a moneylender in the village. (Show **Picture 2** and place it under Picture 1 and draw an arrow pointing from Picture 1 to Picture 2.)

- Unfortunately her husband becomes ill and she has to use the money for his treatment instead of for her business. So, she does not earn any money from her business to pay back the loan to the moneylender. She has no other way but to work on the rice fields of the moneylender during the planting season to pay back the loan in labour. (Show **Picture 3** and place it under Picture 2 a little to the right and draw an arrow pointing from Picture 2 to Picture 3.)
- Paying the loan back in labour means the woman does not get paid for doing the work at all. Because she has no income from her business and does not get paid for her work, she has no money. (Place **Picture 4** of the woman having no money underneath Picture 3 and draw an arrow pointing from Picture 3 to Picture 4.)
- Having no income and her husband still seriously ill, the woman has to ask the moneylender for a new loan just to pay for daily expenses. (Place **Picture 5** showing the woman borrowing money from the moneylender below Picture 4 to the left and draw an arrow pointing from Picture 4 to Picture 5.)
- Without income and her debt getting bigger and bigger, the woman has to take her daughter out of school to work with her for the moneylender to help paying off the loan. (Place **Picture 6** of the woman working together with her daughter above the moneylender to the left. Draw an arrow pointing from Picture 5 to Picture 6.)
- Once again, the family is left with no money. (Place **Picture 7** above Picture 6.) The woman and her daughter are still working for the moneylender to pay off the loan. They have no cash but the costs for the medical treatment for the husband are getting higher and higher. The woman has no choice but to return to the moneylender to ask for yet another loan. (Draw an arrow to close the circle, from Picture 7 to Picture 2.)
- This will be a never-ending story because the woman has no earnings so she cannot pay back her 'loan' to the moneylender by any other means than by working more.

Step 3 – 25 minutes

Discuss the situation using the following questions:

- What do you think of this whole situation?
- Is this situation fair?
- Do you think the woman has another option to get money?
- Can you think of other cases in which people end up in a “circle of debt”?
- Does one of these situations occur in your neighbourhood?

Explain that the woman in the story is in a very dangerous situation. Her debt is becoming bigger and bigger. She does not only have to provide her own labour, but also the labour of her daughter to pay off the debt. If her husband does not get better and cannot go out to work, it will be very difficult for this family to get out of 'debt'.



Tip for Trainers

Try to make another vicious circle situation with one of the examples they mention. The concept of being caught in a “circle of debt” will become clearer if you ask them to create one.

Step 4 – 30 minutes

Discuss with the participants what risks they face if they borrow money.

- Can you think of situations in which you or others may need a loan?
- Can you think of problems for paying back this loan?
- Can you think of what to do to avoid getting a loan?
- Can you think of what to do if it is really necessary to get a loan?

People in poverty often do not have money for emergencies: when somebody in the family gets sick or has an accident, or for social events such as a marriage or funeral, during festival periods or for farmers: to buy seeds in the planting season. People in poverty often have problems paying back a loan as all their income is spent on food and other basic survival needs. For example, for farmers, it will be hard to pay back the loan if they have a bad harvest, there is an oversupply of the same products that they grow so the price of the products goes down, or they have no products to sell at all.

Make a list with participants on what to do if they need to get a loan:

- Calculate the full costs of the loan repayment (the loan capital including interest, in other words, money charged for borrowing money, or any other fees).
- Determine how much time it will take to pay back the loan and whether you will be able to pay it back.
- Do a research on available sources (persons or organizations) that give out loans (which need to be paid back) or grants (which do not have to be paid back). Consider from whom you should ask for a loan or a grant.
- Make sure that both you and the person/organization you take the loan from have a full understanding of the terms and conditions of the loan. Be very careful especially when borrowing from friends and family members. Many friendships and family relationships sour or end because of misunderstandings and conflicts about money like loan repayments (or non-repayments).

Explain the importance of written contracts. Whenever someone takes a loan from a person or organization they should make sure that a contract with all terms and conditions is made and signed by both parties on every page, and preferably with an (government) official as a witness. This can avoid situations like the example in this exercise.

Step 5 – 10 minutes

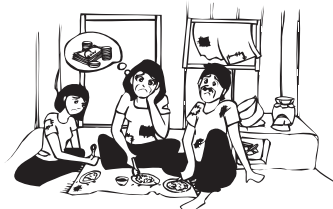
Summarize the discussion and conclude with the following points:

- Plan in advance how to spend money. Always keep in mind that you should not spend more than you earn and debts are difficult to get rid of.
- Always make a note when you borrow money from someone or when someone borrows money from you, so that both of you will not forget and have a problem in the future.
- Taking a loan is sometimes necessary to enable big investments such as buying a house or starting and expanding your business.
- When taking a loan make sure that a contract with all terms and conditions is made and signed by both parties on every page and preferably with an (government) official as a witness.



Training Aid 9.1.4 A: Cards for the Circle of Debt

Guidelines: The following 7 picture cards are available separately in A-4 size in Book 7. Two pairs of cards (Pictures 2 and 5, and Pictures 4 and 7) are identical. Photocopy the cards in A-4 or A-3 size for use in the exercise.



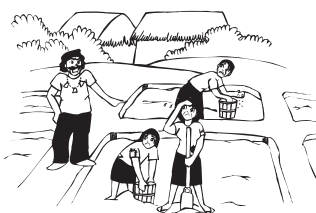
Picture 1: A woman living with her husband and daughter in a rural village. She dreams of having a small business.



Picture 2: She borrows money from the moneylender.



Picture 7: The woman is again left with no money.



Picture 6: Her daughter now has to work for the moneylender also to help her mother pay back the loan.



Picture 5: The woman asks the moneylender for a new loan.



Picture 3: Having no money to pay back the loan, the woman has to work for the moneylender's as a way of paying her debt.



Picture 4: The woman is left with no money.



Unit 9.2 Looking for a Job



Content

This unit covers the different stages of looking for a job, from goal setting, exploring sources of information on available jobs and assessing realistic options, to preparing for a job application and job interviews.



Key Messages

- Know your own strengths and identify what you like and what jobs you can do best.
- Explore different job options and find out as much information as possible about the jobs from different sources in order to make an informed decision.
- A successful job application is a well-prepared one.



Exercises

- 9.2.1 My Ideal Job
- 9.2.2 The Job Market
- 9.2.3 Writing a Resume
- 9.2.4 Writing a Job Application
- 9.2.5 Job Interview



Related Units

- 1.3 I Have a Dream
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 9.3 Migration for Work



Tip for Trainers on selecting the exercises

The first exercise 9.2.1 My Ideal Job enables participants to think about the jobs they would like to have. In the second exercise 9.2.2 The Job Market they learn to seek information about jobs. These two exercises are vital to all job seekers. Exercises 9.2.3 Writing a Resume and 9.2.4 Writing a Job Application are useful for participants who are literate and apply for a skilled job in their hometown, or another place in their own or another country. You can select either exercise or do both if participants need to practice their skills in this regard. Exercise 9.2.5 Job Interview is useful for all job seekers as proper presentation skills are important in finding a good job.

Exercise 9.2.1 My Ideal Job



Objectives

- To explore one's own goals in employment
- To learn how to make informed decisions when looking for a job



Target Group

Youths and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

- Flipchart paper and markers
- Pens or pencils enough for all participants



Training Aids

9.2.1 A: Job Choices

9.2.1 B: My Ideal Job Profile



Session Plan

Step 1 – 15 minutes

Explain to participants that this exercise will be about identifying what they would like to do for a job and finding information so they can make a good decision. Ask the participants who already have a job to explain what job they have and where they work, in town or outside of town. Divide the flipchart into two columns. Mark the left column “Jobs in Town X” and the right column “Jobs outside of Town X”. Write participants’ answers in the appropriate column.

After all jobs currently held by participants have been listed, ask what other types of jobs exist in their hometown and outside of their hometown respectively which they consider to be suitable for them. Distribute and explain the Job Choices (Training Aid 9.2.1 A) to help brainstorming. In the process of brainstorming, make a list of job choices for the group to use in the next steps.

Step 2 – 20 minutes²

Ask participants to consider the list of job choices they have made. Distribute My Ideal Job Profile (Training Aid 9.2.1 B) to participants to make their individual ideal job profile. Explain that the ideal job profile will help them decide what jobs they really would like to do in the future. Encourage participants to come up with a ‘dream job’ but also emphasize that the ‘dream job’ should be grounded in reality (for example, they must have the skills required to do the job or have a plan to acquire such skills).

² Adapted from: *Xiao Feng Goes to Town: Anti-trafficking Participatory Training Manual* by ACWF, SWF & UNICEF, Chapter 1 “Do you want to look for a job in town?”.

Step 3 – 20 minutes

Ask participants whether they were able to answer all 10 questions. If not, what were the questions they found most difficult to answer and why. Invite a few volunteers to share their ideal job profile.

Round up by pointing out that before looking for a job it is helpful to think about the job or type of jobs participants like and the skills they have. It is important to ask themselves the following questions:

- What strengths and vocational or professional skills do I have?
- What jobs are available in the market?
- What skills do the jobs require?
- Do I have the skills needed for these jobs? If not, what do I need to learn?
- How much do the jobs pay?
- Where and how can I get more information about the jobs?

Step 4 – 5 minutes

Conclude the discussion and summarize with the following key messages:

- Know your own strengths and identify what you like and what jobs you can do best.
- Identify what type of jobs you would really like to do in the future.
- Make realistic choices on jobs that you can and cannot do.
- If you lack skills for jobs that you really like, set yourself a goal to obtain these skills and implement it.



Tip for Trainers

If this exercise is not followed by Exercise 9.2.2 The Job Market during the training, add Step 5 of Exercise 9.2.2 on job segregation in the labour market at the end of this exercise.



Training Aid 9.2.1 A: Job Choices

Check (✓) beside the jobs that exist, cross out those that do not and add job choices for both columns.

In My Home Town	Outside My Home Town
Farming/Agriculture: Rice farmer Vegetable farmer Fisherman 	Farming/Agriculture: Fruit picker Fisherman
Small Business: Food vendor Noodles shop owner Hair dresser Dressmaker, seamstress Mechanic Accountant Retail salesperson 	Small Business: Food vendor Retail salesperson Waiter/waitress Hair dresser Dressmaker Mechanic
Public or Government Service: Teacher Nurse, doctor, medical technician Social worker Postal worker Forestry official 	Public or Government Service: Teacher Nurse, doctor, medical technician Social worker
Others: Bricklayer Construction worker Carpenter Handicrafts maker Tour guide 	Others: Bell boy Hotel maid Cook Bartender Gardener Housekeeper



Training Aid 9.2.1 B: My Ideal Job Profile

Fill in as much information as you can on the following 10 questions.

1. I want to work as:

(1) _____ (2) _____

2. I want to earn at least _____ per month.

3. I want to work:

_____ hours a day

_____ days per week

4. I want to work in this job for _____ years _____ months.

5. If possible, I would like this job to be:

_____ in my hometown Why? _____

_____ outside my hometown Why? _____

6. My strong skills (what I can do really well) are:

7. I think the job(s) I want, need me to be good at:

8. Do I know people or places that will help me apply for the job(s)?

() No () Yes. List names: _____

9. If I get the job I want, will I have a place to live?

() No () Yes. At _____

10. Why do I want this job?

Because _____

Exercise 9.2.2 The Job Market



Objectives

- To explore realistic options in the local job market for women and men
- To learn safe and effective ways to find a job and make an informed decision



Target Group

Young men and women, 15 years and older with functional literacy



Duration

125-150 minutes



Seating Arrangements

Semi-circle seating with a large open space for walking around



Materials

- Participants' ideal job profiles and list of job choices from Exercise 9.2.1 (if available)
- 5 A-4 size posters, each with one of the following titles: (1) Family, Friends & Neighbors, (2) Businesses, (3) Private Employment Agencies, (4) Government Employment Agencies, (5) Newspaper Classifieds & Job Notices
- At least 10-15 job cards (see form in Training Aid 9.2.2 A)
- At least 10 current job advertisements in newspaper classified ads, at private and government employment agencies and businesses



Training Aids

9.2.2 A: Job Cards

9.2.2 B: Job Choice Analysis Sheet



Session Plan

Preparation³

Prepare in advance at least 10-15 job cards using Training Aid 9.2.2 A as a starting point. The types of jobs on the job cards should be suitable for the skill levels of participants. (Trainers may get ideas from the list of job choices and participants' ideal job profiles from Exercise 9.2.1.)

- Collect 10 or more actual job notices and advertisements from newspapers, businesses and employment agencies. Make sure to include jobs that exist in participants' locality, jobs in the neighboring towns/cities and jobs that are popular among migrants from the area.
- Make 3-4 copies of the job cards and job advertisements for use in Step 3. Also, to save time, trainers may arrange the job fair set up as explained in Step 3 in advance, but make sure not to show the posters before Step 2.

³ The job cards idea is expanded from: *Xiao Feng Goes to Town: Anti-trafficking Participatory Training Manual* by ACWF, SWF & UNICEF, Chapter 2 "Do you know what kind of job you could get in town?".

Step 1 – 15 minutes³

Tell participants they will practice looking for a job today. Ask them to think what job they would like to have or take out their individual ideal job profile from Exercise 9.2.1, if they have done it. Give them 2-3 minutes to decide on the one job they will practice looking for.

Ask the participants who or what source they have listed in their individual job profiles that can lead them to find a job. List the sources they give on the board. Possible sources include:

- Family, relatives
- Friends, relatives of friends
- Neighbours
- Teachers
- Business owners, employees and personnel departments of businesses and offices
- Former employers
- Job notice boards in community or public areas
- Private employment agencies
- Government-sponsored employment agencies
- Classified ads in newspapers or on the Internet
- Job fair.

Step 2 – 30 minutes

Set up a mock job fair in the training room. Place at least 5 tables around the room, leaving enough space for participants to walk around. Tag the desks with the posters prepared as shown below.



Place various job cards on each table. Several job cards on different tables can be the same. For realistic effects, include actual newspaper classified ads and job notices from participants' locality and samples of other actual job notices from businesses, private or government employment agencies and put them on the appropriate desks.

Give participants at least 20 minutes to walk around the job fair and choose 3 job cards or advertisements that fit the profile of their ideal job. Encourage them to spend time to read the advertisements and to consider the selection of jobs carefully. They can ask the trainers for help if necessary.

Step 3 – 25-30 minutes

Ask participants to come back to their seats after they have chosen their 3 job cards/ advertisements. Distribute the Job Choices Analysis Sheet (Training Aid 9.2.2 B). Take a job

⁴ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: The Job Search, Where do I begin?, p. G-4-7.

card or advertisement not used in the job fair and show them how to do an evaluation of the selected jobs: give a positive score for each good point and a negative one for each bad point for each job. Give them about 15 minutes to do their own job analysis.

Ask how their job choice analysis went: What they found difficult to rate and what their criteria were for the positive or negative ratings of their job choices. Ask two or three volunteers to share their analyses and generate comments from the group on their choices.

Conclude the discussion by saying that most people want a job with a good pay, but that many persons have additional criteria for choosing a job. These can vary, depending on the circumstances and characteristics of each person. Some prefer jobs that are close to home, easy to manage and less stressful, while others may prefer a more challenging job away from home. Some like doing physical work or do not mind working long hours, while others like working in an air-conditioned office. Still others want jobs that have potential for personal advancement in their chosen career and do not mind if the job is very demanding. What is important for each individual is to assess objectively their own qualifications and to be honest with oneself about what job one likes, the conditions one can accept and what one truly enjoys.

Step 4 – 30-40 minutes

Ask participants whether the jobs selected are done both by men and by women or only by one sex. Divide a flipchart into 3 columns. Write 'Men Only', 'Women Only' and 'Both' on the first, second and third column respectively. Take the job cards of the jobs that come up in the discussion and stick them on the flipchart. Stop when participants have mentioned 2-3 jobs under each category.

Start a discussion by asking: Can the jobs in the columns 'Men Only' and 'Women Only' also done by the other sex, and why? Shift the cards around. Most cards will now end up under the column 'Both'. The answers may vary and reflect participants' ideas on biological and social characteristics of men and women, as well as gender stereotyping in the job market and society on what men and women can and cannot do.

Ask participants whether some advertisements in the newspapers asked explicitly for men or women. Also ask participants who selected a job usually done by the other sex to explain their choice.

Summarize the discussion as follows:

- In most societies there is a trend to divide jobs in 'men's jobs' and 'women's jobs'. This is disadvantageous for both men and women in that they cannot apply for many jobs for which they are qualified. It is often particularly disadvantageous for women because women usually have fewer types of jobs to choose from than men, and women's jobs often have lower pay and status.
- The division in 'men's jobs' and 'women's jobs' varies considerably from one society to another and over time. For example, retail trading is a 'women's job' in East Asia and a 'men's job' in South Asia. Construction is done by men only and considered a 'men's job' in many societies, but in others it is done by both men and women.
- With new technologies biological characteristics are increasingly less important in the modern job market, and good jobs need to be available to all. Gender (and other) stereotypes in societies (such as women attract more customers or have nimble fingers, young workers and women are more obedient, men are better drivers, or people of a certain race or ethnicity are good at doing certain jobs) can be widespread but are harmful and unfair. Therefore, many countries forbid mentioning sex, age or race preferences in advertisements.

- Young men and women, who follow their career choice in a field, dominated by the other sex, are courageous and new path breakers in society. They may encounter more challenges than others, but will find it rewarding to follow their choice at work. They will be important role models for their own and the younger generations.

Step 5 – 20 minutes

Ask participants from which desks they selected their 3 choices. (The likelihood is they took the job cards/advertisements from all desks.) Then ask which desks they walked to first and why? Stimulate discussion about advantages and disadvantages of different job sources.

Cover the following points in the discussion:

- There are several sources of information for jobs.
- It is smart to collect as much information as possible about available job options in order to make informed decisions.
- Many people get a job through informal networks of family and friends but especially in high-skill jobs, most employers go for merit rather than giving jobs to relatives or friends.
- Personal job leads (personal connections) may be quick but may not always be reliable.
- While many private employment agencies are quick and professional, many may not be trustworthy. Always check if the private employment agencies are registered and have license to operate.
- Government employment agencies are generally safe and require minimal or no service fees, but they may be slow.
- Beware if an agency or a person claiming to be able to offer good-paying jobs asks for unusually high service fees. Do not give any money without a written contract. Do not sign a contract you do not understand and never put your signature on a blank sheet of paper.

Step 6 – 5-15 minutes

Ask participants what they learned from this exercise. After a few comments conclude the exercise with the following key messages:

- Know your own strengths and identify what you like and what jobs you are able to do.
- Identify what your selection criteria are for selecting a job.
- Select jobs that you like, not because your mother, father or friends do the same thing.
- Girls and young women in particular, but also boys and men, need to look beyond traditionally 'women's jobs' as these may be low quality jobs.
- People are best if they do what they like to do. If a young man likes to care for others, he can select a job in looking after children or sick people. If a young woman is good in organizing she can go for a supervising job.
- If a job offer sounds too good to be true, beware as you may be deceived.



Training Aid 9.2.2 A: Job Cards

Guidelines: Make 2-3 photocopies and cut along the dotted lines to make separate job cards. Fill in missing information such as salary and other details according to the local situation. Make more job cards using the blank cards provided in the following page.

 Job: Office Assistant Qualifications: High school, computer skills Salary: Place of job: Just Lawyer's Office (in district, 15 km from home) Working hours: 8:00am-6:00pm, Mon-Fri Holidays: As required by law	 Job: Mechanic Qualifications: Motorcycle repair skills Salary: Place of job: Ready Fix Motor (2 km from home) Working hours: 7:00am-6:00pm, Mon-Sat Holidays: N/A
Job: Computer Technician Qualifications: Technical college Salary: Place of job: Exciting Computer Repairs (in province, 40 km from home) Working hours: 8:30am-6:30pm, Mon-Fri Holidays: National holidays	Job: Receptionist Qualifications: 18-25 years old Salary: xxxx per month, overtime available Place of job: Wonderful Bar & Restaurant (in another city 100 km from home) Working hours: 11am-8pm Holidays: N/A
Job: Store Clerk Qualifications: Primary school Salary: Place of job: Mountain Top Supermarket (in city, 20 km from home) Working hours: 9:00am-7pm Holidays: National holidays	Job: Waiter/Waitress Qualifications: No experience required Salary: Place of job: Lucky Restaurant (5 km from home) Working hours: 11am-9pm Holidays: N/A
Job: Hotel Maid Qualifications: Primary school Salary: Place of job: Peace Hotel (in another city, 75 km from home) Working hours: 8:00am-6pm Holidays: National holidays	Job: Bellboy Qualifications: Primary school Salary: Place of job: Peace Hotel (in another city, 75 km from home) Working hours: 8:00pm-6am (night shift) Holidays: National holidays

Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:
Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:
Job: Qualifications: Salary: Place of job: Working hours: Holidays:	Job: Qualifications: Salary: Place of job: Working hours: Holidays:

Possible jobs:

School Teacher
Computer Technician
Nurse
Nurse Assistant
Mechanic
Electrician
Youth Volunteer
Research Assistant
Office Assistant
Secretary
Receptionist
Security Guard

Tour Guide
Hair Stylist
Assistant Hairdresser
Seamstress
Truck Driver
Carpenter
Foreman
Finance Assistant
Store Clerk
Cashier
Direct Salesperson
Bus Fare Collector

Gardener
Housekeeper/Maid
Nanny
Elderly Caretaker
Cook
Assistant Cook
Driver
Singer/Dancer
Waiter/Waitress
Bartender
Hotel Maid
Bellboy



Training Aid 9.2.2 B: Job Choice Analysis Sheet

Write down the job position and company/employer in the first column. For each job choice, list all points that you like in the second column and all points you dislike or feel not confident about in the second column.

Job Choice	Good Points	Bad Points
1.		
2.		
3.		

Exercise 9.2.3 Writing a Resume



Objective

To learn how to write a job resume



Target Group

Youths and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

- One photocopy of the Practice Resume (Training Aid 9.2.3 B) for each participant
- Pens or pencils, enough for all participants



Training Aids

9.2.3 A: Example Resume

9.2.3 B: Practice Resume



Session Plan⁵

Step 1 – 10 minutes

Introduce the idea of a resume:

- Ask participants what they need to bring with them when applying for a job. Participants may answer: name, address and contact number of the contact person, as well as important personal identification documents such as ID card, certificates of graduation and so on. At this point, if they do not mention a Resume, add it to the list.
- Ask if anyone has written a resume or has seen one. Ask what a resume is. Briefly explain that a resume is a brief record of personal information that summarizes a person's qualifications for a job.

Step 2 – 20 minutes

Distribute the Example Resume (Training Aid 9.2.3 A) and ask what types of information are included in it. Go over the example resume with participants and make sure that they understand its basic components as follows:

- Name, address and contact information (telephone, fax, email)
- Education (grade levels completed, educational institutions, places and years)
- Work experience (job titles, company's names, employer's or supervisor's names, addresses, work periods)
- Work-related skills (in the employment field)

⁵ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: The Job Search and Exercise: The Resume, p. G-13-16.

- Extra-curricular activities (volunteer work, social or cultural activities, club/association memberships)
- Honours or awards (for academic excellence or other accomplishments)
- Special skills (computer programmes, etc.)
- Language skills (list any functional language abilities)
- References (2-3 non-related persons who can give positive accounts about the applicant's character and job performance, such as teachers, former employers and people with good standing in the community who are not close relatives).

Ask the participants how a resume can be useful when applying for a job. Brainstorm with them briefly and conclude that a resume can be used:

- To convince the employer that you are a good candidate to fill a vacancy
- To be sent with a letter of job application and/or presented at the time of job application in person. A well-written resume can increase the chance of being called for an interview
- As a quick personal reference for yourself when writing a letter of application or filling out a job application form.



Tip for Trainers

Participants may indicate that people are often not selected for jobs on the basis of their skills, but because of family or personal connections with the employers. Trainers need to acknowledge this practice that can be widespread and problematic for newcomers or people without influential contacts. They also need to point out that modern employers want to have skilled workers and will not so easily take candidates because of relations and personal ties only.

Step 3 – 30 minutes or more

Distribute copies of blank Practice Resume (Training Aid 9.2.3. B) to all participants. Tell them that this resume form is a simple form designed for young graduates. They will use it to practice writing their own resume. Note that resume styles may be different for different organizations and different types of jobs.

Once the participants have completed filling in the practice resume, if time permits, ask for a few volunteers to share their resume. Point out good points and points for improvements in the volunteers' resumes. Ask other participants for comments to improve the resumes.

Summarize by pointing out that a good resume should:

- Be short, one page, at most two pages long
- Look attractive, neat and easy to read
- Give a clear and relevant information, highlighting important information only
- Show clear timeline, with clear dates and time periods of each activity
- Be free from misspellings and other typographical errors
- Be up-to-date.



Tip for trainers

If possible and appropriate, trainers may ask participants to prepare a draft resume as home work or in advance to allow more time for the review of selected resumes during the session.



Training Aid 9.2.3 A: Example Resume

Lee Samran

No. 200, Happy Lane, Wonderful District, Near Mountain City, Exciting Province 10020

Telephone: 10-100-1001 Email: lee.samran@goodnews.com

Sex: Female

Age: 20

Education

Date of attendance	School	City	Grade Point Average
June 2002 – Apr 2004	Mountain Technical College	Near Mountain	3.49
June 1998 – Mar 2002	Wonderful Secondary School	Near Mountain	2.97

Work Experience

Date	Company	Job Title/Duties
Apr 2002 – present	Happy Supermarket	Part-time cashier
Apr 15 – June 15, 2003	Honest Accounting Co.	Clerk/filing and assisting in other office duties

Work Related Skills

- Excellent in using accounting programme
- 45 wpm typing
- Good administrative skills
- Excellent client relations skills

Extra-Curricular Activities

2000 – present	Treasurer of Wonderful District Youth Assoc., Volunteer in AIDS awareness campaign
1998 – 2002	Volleyball Player in Happy Lane Team

Honors and Awards

- Silver Medal for Academic Excellence, Mountain Technical College, 2004
- Youth of the Year, Wonderful District, 2003

Special Skills & Language Skills

- Good Internet skills
- Thai and Lao mother tongue; Fluent in Cantonese and knowledge of Mandarin

References:

1. Ms. Sao Sailom, Teacher, Mountain Technical College, Exciting Province, Tel. 10-100-1550
2. Mr. Kok Man, Manager, Happy Supermarket, Wonderful District, Near Mountain City, Exciting Province, 10020, Tel. 10-100-2000
3. Ms. Xia Lin, Head Accountant, Honest Accounting Co., Exciting Province 10020 Tel. 10-200-4000



Training Aid 9.2.3 B: Practice Resume

Name: _____

Address: _____

Telephone: _____ **Email:** _____

Sex: _____

Date of Birth: _____

Education (starting with the most recent first)

Date of attendance	School	City	Grade Point Average
--------------------	--------	------	---------------------

_____	_____	_____	_____
_____	_____	_____	_____

Work Experience (paid and unpaid work, starting with the most recent first)

Date	Company	Job Title/Duties
------	---------	------------------

_____	_____	_____
_____	_____	_____

Work-related Skills (skills used in the job, vocational skills received in training)

Extra-Curricular Activities (volunteer work, social activities, club/association membership)

Honours and Awards (for academic and other accomplishments)

Special Skills & Language Skills

References:

1. _____
2. _____
3. _____

Exercise 9.2.4 Writing a Job Application



Objective

To practice writing a job application



Target Group

Youth and adults, 15 years and older with functional literacy



Duration

60 minutes



Seating Arrangements

Semi-circle seating with a large open space to walk around



Materials

- Job cards/advertisements (from Exercise 9.2.2)
- Participants' practice resumes (from Exercise 9.2.3, if available)
- 2-3 examples of actual job application forms used by businesses, employment agencies and employers for various types of jobs



Training Aid

9.2.4 A: Example Job Application Form



Session Plan⁶

Step 1 – 10 minutes

Pass around 2-3 examples of actual job application forms to participants. (Make sure to have enough copies to pass around.) Ask participants what information they see in common in the various applications (e.g., biographical data, education, work experience, references).

Ask what they should do once they have chosen 3 or 4 types of jobs to apply for. Should they apply for all these jobs? Why? Why not? Explain that it is better to apply for more than one job to increase the chance of getting a job. They may find out about 'good' and 'bad' points of the different types of jobs they choose to apply for.

Step 2 – 20 minutes

Ask participants to pair up with another person in the group. Tell them that each pair will help each other in writing a job application. Give each pair two copies of the sample application form (Training Aid 9.2.4 A). Ask the pairs to do the following:

- Share with one another what job each wants to apply for (and their resume if any)
- Individually fill in the application form, using the resume, if any.

Step 3 – 10 minutes

Ask each pair to exchange their job application (and resume if any), and comment on their partner's application on the following points:

⁶ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: The Application, p. G-10-12.

- Is the application complete? If not, what is missing and why?
- Is the application clean or are there crossed mistakes and ink smudges?
- Is the handwriting legible and easy to read?

Step 4 – 20 minutes

Ask the large group what kinds of problems happened in writing a job application. Discuss:

- What do they do if a mistake is already made with a pen and cannot be erased?
Cross the word out?
- What if they got the dates mixed up?
- They do not have references they can think of right now.

Point out that it is very important that the completed job application form looks neat. It is best to make a draft first, and check the details before filling in the form. Mistakes are difficult to erase when the job application form has already been written in ink. If the mistakes are not major, the applicant may neatly cross the words out and write the correct words, or white out the mistake and paint over the words. If the mistakes are major, it is better to ask for a new blank form. These problems can be prevented if the applicant prepares a draft first or has prepared key information in writing beforehand or has all details ready in the resume for a job application.

Ask participants who included references and why. Emphasize the importance of having references of employment. References are very important not only for high-level jobs, but for all jobs. From the perspective of employers good words from other people, particularly previous employers, about the applicants weigh more than the good words from the applicants themselves. Employers will ask for references especially if an applicant has worked in the same type of job for a period of time. It is therefore very important to always ask previous and current employers for reference letters (that say you are a good and reliable worker) or at least a letter of employment certifying that you have worked for the employer for a period. If letters are not possible, at least inform the previous/current employers that you are looking for a new job and ask if you may give their names and phone numbers as references.

Summarize the exercise by emphasizing the following points:

- Always prepare key information before applying for a job. Key information includes:
 - Personal data (e.g., name, sex, date of birth, ID number, address, telephone number)
 - Education history (e.g., institutions attended, dates attended, names of diploma's)
 - Employment history (e.g., names, addresses and telephone numbers of previous and current employers, dates of employment, reason for leaving the jobs)
 - Name and contact information of at least 2-3 references.
- A job application should be neat, clean, easy-to-read and complete.
- If some questions do not apply to the applicant, the applicant should write down 'not applicable' or write down a dash (-) to indicate that the questions have been read and no relevant information can be given.
- If there is information that cannot be given at the time of writing the application, the applicant should inform the potential employer that s/he will forward the requested information as soon as it is obtained by fax, email, letter, telegram or telephone. Be sure to do so as soon as possible.
- When going to a job application interview or event, always bring originals and photocopies of important documents, such as ID card, driver's license, house registration, school diplomas, and previous employment or reference letters. You can show the original documents for verification, but make sure that they are returned to you immediately. NEVER leave original documents with others as they may get lost or in a worse case some unscrupulous people can use them for illegal purposes which can cause you serious problems.



Training Aid 9.2.4 A: Example Job Application Form

Date: _____

Name of applicant: _____

Current address: _____

Telephone: _____ Fax: _____ Email: _____

Sex: _____ Date of birth: _____ ID number: _____

Position applying for: _____ Starting date: _____

Are you currently employed?: _____ Yes _____ No

If yes: provide name and address of employer: _____

Education: (please provide information on the last two educational institutions you attended)

Date (from – to)	Name of institution, city	Grade/Degree level	Did you graduate?
---------------------	---------------------------	--------------------	-------------------

Employment history:

Date (from – to)	Employer's name & address	Telephone	Reason for leaving
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References: (please provide 3 persons unrelated to you and their contact details)

	Name	Relationship	Address	Telephone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Exercise 9.2.5 Job Interview



Objective

To learn how to prepare for and practice doing a job interview



Target Group

Youth and adults, 15 years and older



Duration

60-90 minutes



Seating Arrangements

Semi-circle seating with a large open space to walk around



Materials

Flipchart paper and markers



Training Aid

9.2.5 A: Job Interview Tips



Session Plan⁷



Tip for Trainers

If possible, tell participants in advance (ideally a day before) that they will do job interviews in this session and that they need to appear at the training, as if they were going to a real job interview.

Step 1 – 10 minutes

Brainstorm about the importance of a job interview. Summarize the discussion as follows:

- The job interview is a most important (and sometimes the final) step in applying for a job. It is not just a simple 'showing your face to' or 'having a chat' with the potential employer. When you are called for an interview after putting in an application, it usually means that the employer is interested to know more about you. For an employer, an interview is a chance to determine whether a candidate is right for the job.
- For an applicant, an interview is a chance to show your knowledge and skills, character and personality, and to convince the potential employer that you are the best person for the job. You can also take the opportunity to ask questions about the job and the workplace to assess whether you would like the job and the workplace. Are you treated with respect? Are the questions asked of you work-related or is there too much in your personal details?
- In today's job market, there are usually many candidates for the same jobs. Having good qualifications is necessary but may not be enough to get you a good job. The person who performs best in an interview will likely get the job.

⁷ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Interviewing for a Job, p. G-17-19.

Step 2 – 20 minutes

Trainers can choose one of the two ways given below to start the discussion on how to prepare for a job interview.

- First, a pair of trainers may do two brief role plays of a bad job interview (see Training Aid 9.2.5 A) and a good job interview and ask participants to point out the bad points and good points. From the role plays encourage participants to develop a list of interview Do's and Don'ts on a flipchart or board.
- Second, trainers may invite a guest speaker who is an employer or a person who can discuss how to conduct good job interviews. Role plays of good and bad interviews can also be done by the guest speaker as employer and trainers as job applicants. A list of Do's and Don'ts can be similarly developed with participants.

Check the list of interview Do's and Don'ts against the Job Interview Tips (Training Aid 9.2.5 A) and make sure to add the ones that are missing from the participants' list. After the discussion, distribute a copy of the job interview tips to participants.

Step 3 – 30-60 minutes

Ask a few volunteers to practice interviewing for the job they would like to apply for in a role play with the trainers or with the guest speaker (using their selected job cards or job advertisements from Exercise 9.2.2, if available). After each interview, ask the volunteers:

- How did you feel?
- What did you do right?
- What did you do wrong?

Also, have a round of comments from other participants, asking about:

- Verbal communication
- Non-verbal communication
- Appearance of the interviewee.

Ask participants how they dressed up for this job interview exercise:

- What did you wear?
- Did you use jewelry/glasses?
- Did you show or hide your tattoo?
- Do you think appearance makes a difference? How so?

In conclusion, emphasize the importance of doing well in a job interview and discuss the following points:

- Most people looking for a job go through several job interviews in their lives.
- Communication and presentation skills come with practice.
- A successful interview is often a well-prepared interview.
- Doing actual or mock interviews is a good way to learn how to cope with your nerves and present yourself well even if you are nervous.



Tip for Trainers

If the mock interviews are useful and desirable for participants, trainers may arrange to have a longer mock interview session to allow more participants to have a chance to practice.



Training Aid 9.2.5 A: Job Interview Tips

Preparation

- Gather all important documents and information and make photocopies of key documents, such as:
 - ID card, driver's license, house registration
 - Address, telephone numbers and other contact information
 - School diplomas and any other educational or job training certificates
 - Employment/reference letters or names and contact information of 2-3 references.
- Practice answering questions expected to be asked in the interview. Questions often asked in job interviews include:
 - How did you know about this job?
 - Why are you applying for this job?
 - Tell me about your past job experience.
 - Why/under what circumstance did you leave your last job?
 - What are your strengths? / What do you think you can do very well in this job?
 - What are your weaknesses? / What do you like least about this job?
 - How long are you planning to work in this job, if it is offered to you?
 - When can you start?
- Choose a clean and nice outfit, appropriate for the type of job applied for. If unsure about what is appropriate, always choose a conservative attire over a fashionable one.
- Bring a pen because you will likely be asked to fill out some form at the interview. Also bring some paper, so you can write the questions down, if an interviewer asks more than one question at the same time.
- Think in advance about how to go to the interview and make sure you arrive neatly (not wet or sweaty). Always allow more time than usual to make sure you can get to the interview at least 10 minutes early. Never be late (but if you think you will be late, do call to inform the interviewer and apologize about being late.)

At the Interview

- Greet the interviewer(s) with an appropriate greeting and politely introduce yourself. Smile. Be friendly but not too friendly.
- Answer the questions clearly and confidently. Be to the point but also try to get the cues from the interviewer when s/he wants you to give a longer answer or explanation.
- Maintain a positive attitude. Be yourself. You want the job but there is no need to overact or over-impress the interviewer by being too 'cool' or fancy.
- The goal of the interview is to show the interviewer that you are the best person for the job. So, tell him or her what skills, strengths and experience you can bring to the job.
- If you do not know the answer to a question, do not make it up. It is okay to say "I'm sorry I don't know" and tell them other related things that you know instead.
- If you are not sure you understand a question, do not guess. It is quite common that interviewers ask complicated questions. Or you may have a black-out, because you are nervous. In such cases, ask the interviewer to repeat the question.
- It is also good to ask a few questions about the job or the company at the end of the interview. Think of one or more appropriate questions beforehand. Many employers like interviewees who ask questions.
- Always thank the interviewer for calling you for an interview and say you hope to hear from him or her soon.

Unit 9.3 Migration for Work



Content

This unit deals with migration for work, covering the stages from before leaving home to after arrival at the destination. The exercises aim at raising awareness on both benefits and risks of migration as well as the dangers of human trafficking, and helping participants learn how to prepare for safe migration. The exercises are useful for participants in both sending and receiving areas.



Key Messages

- Migration for work can provide good opportunities and a better life for both migrants and their families, but can also be dangerous.
- Trafficking can happen to anybody, but women, children and youth are more vulnerable.
- Traffickers are often people you know. They can even be your friends or relatives, or someone who proposes to marry you.
- It is safer to migrate legally and get as much information as possible before leaving home.
- If you get into trouble, know how and where to ask for help.



Exercises

- 9.3.1 Migration Snake and Ladder Game
- 9.3.2 Trafficking Dangers
- 9.3.3 My Journey and the Magic Key



Related Units

- 2.1 Everybody Has Rights
- 5.4 Friend or Foe
- 8.1 Violence
- 8.2 Sexual Harassment and Rape
- 9.1 Smart Budgeting
- 9.2 Looking for a Job
- 10.2 Rights at Work



Tip for Trainers on selecting the exercises

Exercises 9.3.1 Migration Snake and Ladder Game and 9.3.2 Trafficking Dangers are suitable for a half-day training to explain the benefits and risks of migration and enable participants to understand main trafficking problems and risks. If participants are actually planning to migrate, have migrated once already and seek to improve life and work, it is recommended to do Exercise 9.3.3 My Journey and the Magic Key as they can practice their problem solving skills in migration situations (part 1) and learn to give advice on migration to others (part 2).

Exercise 9.3.1 Migration Snake and Ladder Game



Objective

To explore different scenarios, benefits and risks of migration for work



Target Group

Children, youth and adults



Duration

70 minutes



Seating Arrangements

Group seating on the floor or around tables



Materials

For each group:

- Migration Snake and Ladder Game Board (Training Aid 9.3.1 B)
- 1 dice
- 5-6 different colored buttons or something similar, one for each player



Training Aids

9.3.1 A: Migration Snake and Ladder Game Board

Briefing Note: Risks of Migration



Session plan

Step 1 – 35 minutes

Tell participants that they will play a Migration Snake and Ladder Game (Training Aid 9.3.1 B) in small groups so that they can learn about the benefits and risks of migration for work. Divide participants into mixed groups of 5-6 people per group. Before breaking into small groups, explain the rules of the game and demonstrate (briefly) how to play the game as follows:

- Each person takes one coloured button and puts his/her button in the 'START' box.
- Determine each person's turn in the game. Make the youngest person in the group Player No. 1, the oldest person the last Player and others Players No. 2, 3, 4 and so on according to their ages (from youngest to oldest).
- Player No. 1 rolls the dice again and moves his/her button on the board according to the number on the dice (for example, 3 steps for 3 points on the dice). Player No. 2 rolls the dice and moves accordingly and then Players No. 3, No. 4 and so on. Continue rolling the dice in turn, so that players will move along to the higher-numbered boxes.
- If a player comes to a box with the snakehead, the player has to fall down to the box where the tail of the snake is in the same move (as if having been swallowed by the snake). When it is their next turn, they proceed from the box with the snake tail.
- If a player comes to a box at the start of a ladder, the player gets to move up to the top of the ladder and proceed from there on the next turn.
- If players end up in boxes with either the snake tail or the top of the ladder they stay there and move onwards on their next turn.

- The goal for everyone is to reach the end of the game (Box No. 60).
- The game is considered over when at least one person in each group reaches the end of the game.
- The person who gets to the end is out of the game and others may continue to play.

Give each group a set of materials and give participants about 25-30 minutes to play the game. To help recounting their own stories in Step 2, ask each player to memorize or record on paper his/her experience. Let participants play the game until the game is over or until the game has gone on for 30 minutes.

Step 2 – 30 minutes

Once the game is done, ask for 2-3 players with a very bad experience and 2-3 players with a very good experience. Ask the lucky and unlucky migrants to tell their migration stories. If participants have experience with migration already, ask whether these stories happen often in real life. Give time for the exchange of the real life stories.

Brainstorm with participants on the positive and negative sides of migration. List the positives and negatives side by side on a board or flipchart. It is important to draw from participants their ideas of benefits and risks of migration, both from the game they just played and from their own experience or knowledge about the experiences of others. Examples of key benefits and risks of migration are:

Benefits of Migration	Risks of Migration
Examples: – Better job opportunities – More income to help the family – Better quality, higher education – Adventure: chance to see the outside world, to go abroad – Chance to learn new skills – Chance to meet new people – Better business opportunities – To live in a safer place – To make a new start in life – ...	Examples: – Being cheated by unscrupulous employment agents or extorted by influential people – Not being given the promised job or agreed salary – Being tricked into doing a dirty, difficult, and dangerous job – Being smuggled or trafficked – Having no access to information or language skills to ask for help – ...

For more details on the risks of migration, see Briefing Note: Risks of Migration.

Step 3 – 5 minutes

Conclude the exercise by emphasizing the following points:

- Migration for work can provide better opportunities and options in life for migrants and their families, but it also has potential risks.
- In order to reap the most benefits from migration it is important to be well informed about the migration process, know about life and work at the destination, and aim and prepare to have legal and safe migration.



Training Aid 9.3.1 A: Migration Snake and Ladder Game Board

Guidelines: This game board is available separately in A-3 size in Book 7. Make one copy for each group.

Migration Snake and Ladder Game

60 END	59 business very successful, build new house	58 expand business	57	56 made bad loan, lost money	55 business going well, buy land	54 repay debts	53 business difficult but improving	52	51 win case against old boss, get back-pay wage, start business
41 start business selling clothes with friend	42	43 go to English school, get more skill training	44 find out being HIV-positive	45 face financial set-back	46 get better job with good company	47	48 become ill	49 save enough money to start new business	50
40 find good job in big restaurant	39 get divorced	38	37 not paid salary as promised, sue boss, fired from job	36	35 have a child, send child back to village	34 get job in factory, meet a few friends from home	33 work in construction, work too heavy, quit job	32	31 abused by boss, quit job
21	22 take big loan to pay for agent's fee to go abroad	23	24 get job in karaoke bar	25 cheated, man takes all money	26	27 get arrested for illegal entry, deported home	28 find good and stable job, start saving money	29	30 get married, very happy
20 hired to do housework for rich family in city	19	18 nice man says will help get good job abroad	17	16 find no jobs, go back to village	15 friend from same village helps get work in factory	14 find job in small hotel	13 nice woman promises good job in city	12	11 look for better paying job
1 START	2	3 family too poor, quit school to help family at home	4 last year in primary school	5	6 father sick, need more income to keep brothers & sisters in school	7	8 finish lower-secondary school	9 go with friend to look for work in town	10 find job in noodle shop in town



Briefing Note: Risks of Migration

Migration stages	Risks at different stages of migration
Recruitment & pre-departure	• Illegal recruitment and trafficking • Not knowing terms or conditions of employment • Not being sent to the destination at all • Inappropriate and expensive training programmes • Overcharging for job placement and document processing • Cheating and extortion by agencies and brokers • Being locked up for possibly a long period before leaving the home province/country • Being given false documents or false (illegal) identity
Journey	• Incurring huge debt to pay for expensive transportation • High interest rates or other payments • Smuggling, illegal transportation, trafficking • Harassment and abuses during transit • Being given bogus debt
Working and living in the destination province or country	• Given a different contract instead of the original contract to sign • Contract violations such as being given a different job than promised • Confiscation of ID card, passport and important documents by employers or brokers • Late payment, payment deduction or no payment at all for work • Poor or hazardous working conditions • Physical, psychological or sexual abuse or violence • No access to information and means to get services or ask for help • No embassy or inadequate services provided by the embassy • No legal papers (being undocumented) • No legal status for children • Harassment by people in the new country/province • Being smuggled/trafficked to another country/province
Termination of contract	• Being fired without cause or illegally • In case of illegal entry, arrest by immigration police and deportation • No place to stay before being sent home • No or little health, social and other services during detention • No channel for complaint or redress
Return and reintegration	• Extortion or overcharging for services when returning home (e.g., at airport and bus or train station by people aiming to take advantage of returnees, etc.) • No job, no income at home • Large debt/ bankruptcy • Shame if not returning home rich. Difficult readjustment to family after long absence or difficult reintegration to home community, especially for survivors of violence or workers in low-status jobs • Danger of being re-trafficked with no other viable options and out of desperation

Adapted from: *An Information Guide on Preventing Discrimination, Exploitation and Abuse of Women Migrant Workers* by GENPROM, (ILO: Geneva, 2003), Booklet 1 Introduction: Why the focus on women international migrant workers, Box 1.2 Vulnerabilities at different stages of the migration process, p. 21.

Exercise 9.3.2 Trafficking Dangers



Objectives

- To be aware of the potential dangers of trafficking of people
- To learn how to recognize and respond to tricks used by human traffickers



Target Group

Children, youth and adults



Duration

75-90 minutes



Seating Arrangements

Group seating on the floor or around tables with an open surface for role plays



Materials

- Flipchart paper and markers
- A pair of scissors



Training Aids

9.3.2 A: Common Trafficking Stories

Briefing Note: Basic Facts about Trafficking



Session Plan



Tip for Trainers

Trainers may choose to do either Step 1a or Step 1b, or combine the two steps by:

- *Shortening Step 1a and using the stories from Training Aid 9.3.2 A for the role play*
- *Using all or some stories from Step 1a for the role play.*

Step 1a – 30 minutes

Tell participants that this session will help them to identify possible dangers in the migration process, and overcome the tricks used by human traffickers. Ask them to share stories they have heard or experienced of a migration gone wrong. Encourage them to tell real life stories from their own communities and the outside, or what they have read from newspapers, heard on the radio or seen on TV. List the titles and/or key points in the stories on a board or flipchart. Highlight the tricks used in each story in the discussion.

Step 1b – 45 minutes

Tell participants that this session will help them to identify possible dangers in the migration process, and overcome the tricks used by human traffickers. Divide participants into mixed groups of 6-7 people. Cut up the trafficking stories in Training Aid 9.3.2 A and choose one trafficking story for each group. Give 20 minutes for the groups to prepare a role play (or any other form of creative presentation). Tell participants they can adapt or change the story as they like, to fit their real-life experience.

Allow each group no more than 5 minutes to perform their role play.

Step 2 – 30 minutes

Start a discussion on the real life stories or stories in the role plays. Discuss one story at a time, using the following questions:

- What happened in the story?
- What were the reason(s) why the person(s) decided to leave home?
- Was it a situation of trafficking? Why?
- Who were the trafficker(s)?
- What kinds of methods were used?
- What could the person(s) do in the situation in the story? And what could the person(s) have done to prevent themselves from falling victim to trafficking?
- What lessons can you learn from this story?

After discussing the stories, brainstorm with the participants on the following questions:

- What lessons can you draw from these stories?
- What are the tricks or methods migrants should watch out for?
- What do you think are the differences between trafficking and regular migration?

It is important that participants understand the distinction between regular migration and trafficking. Depending on the educational levels and the interest of the target group, the trainers can decide to also discuss the differences between migration, smuggling and trafficking and provide more details to be discussed in the group. (See Briefing Note: Basic Facts about Trafficking.)

Step 3 – 10-15 minutes

Conclude the exercise by summarizing the definition of trafficking, common tricks used by traffickers and ways to prevent becoming a victim of trafficking. Emphasize the following points:

- “Trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force, or coercion, deception, fraud and abuse of power, with the purpose to exploit the persons.
- Consent is irrelevant if any of the means mentioned above have been used.
- By standards of international law, in the case of children (persons under 18 years of age) consent is irrelevant even if none of the means mentioned above have been used.
- Traffickers can use different tricks and techniques and tell convincing stories. The tricks can become more and more sophisticated.
- People often think they know what they are getting into when they start to migrate but they may not know the full extent of the risks and dangers.
- Trafficking can happen at any stage of migration (before, during travel and at the destination).
- While men are also trafficked, young women, children and youth are the most vulnerable.
- Migrants can prevent themselves from becoming trafficking victims by:
 - getting as much information as possible about the migration process and the real situation at the destination before deciding to migrate
 - obtaining proper documents necessary for legal and safe migration
 - keeping in contact with family and having contact information of persons or agencies who can help in time of crisis
 - being smart. If a job offer in another place sounds too good to be true, it probably is. Not everybody has good intentions. Promises are not good enough. Check things out first.



Training Aid 9.3.2 A: Common Trafficking Stories

Guidelines: Cut up the stories and give each group a selected story as appropriate.

- ✂ -----
1. At a bus station, a nice man or woman offers to take a new arriving migrant to a good job.
- ✂ -----
2. A neighbour returns home after several years. She must have done well, considering her nice clothes, the big gold earrings and necklaces, her expensive watch and her latest-model mobile phone. She tells about a job in the city that pays unbelievably well. She says she represents an employer in the city and that many people from another village have already decided to go. Interested young people must hurry because there are limited vacancies.
- ✂ -----
3. A woman from another village is known to be a matchmaker. She comes to the village looking for a wife for a man who lives just across the border. She says the man is very nice. He will pay the bride price to the family and promises to take very good care of his wife.
- ✂ -----
4. A man comes into town and puts out the word that he is looking for able-bodied construction workers in a richer country. Interested persons need to put in a deposit to secure a job. All necessary procedures of getting a passport, emigration and immigration papers, skills certificates and a medical exam will be taken care of by his agency. Several people put in the deposit but nothing happens.
- ✂ -----
5. A marriage agency represented by a local woman married to a foreigner accepts applicants for marriage to foreign men. Applicants must pay fees and travel to a foreign country to meet their potential spouse.
- ✂ -----
6. 'X', 16 year old, was promised a job as a domestic worker for a rich family in the city. The family is indeed rich. The travel to the family was uneventful, but soon after 'X' arrived in the family compound, 'X' realizes that she needs to do more than housekeeping, including giving massage and other things for the man of the house. She hates doing that type of things and feels dirty, but she feels she has no choice. 'X' is not allowed to leave the house. The mistress hates her and likes to beat her.
- ✂ -----

----- ✂ -----

7. A 12-year-old boy named 'Y' came along with other kids to work in a factory. 'Y' and family had been told that 'Y' would work in a factory owned by a good man. 'Y' would have all meals at the factory and a place to stay free of charge, and would have enough money to send home. It has been six months, 'Y' and friends have never been paid, although they have enough food to eat and a place to sleep, which is a room attached to the workplace. When 'Y' and others ask about the salary, the supervisor always says that the owner paid a lot of money to bring them to the factory, so they will have to work to pay that debt off first. 'Y' has no idea how much he owes the factory owner. The supervisor of the factory makes 'Y' and friends work everyday, 10-12 hours a day, and sometimes even 14-16 hours a day. There is no place to play and hang out. Like all other kids working there, 'Y' and friends are not allowed to go outside the factory. 'Y' misses his family and worries that they must be worried about him.

----- ✂ -----

8. 'Z' goes abroad to be married to a man in a neighbouring country where living standards are higher. A week after the marriage she is told that they will travel to a rich country. 'Z' is given a new (false) passport of her husband's nationality because her husband says she will have no chance of getting a visa to the rich country on her own passport. Her husband accompanies her on her trip. Upon arrival in the new country, 'Z's' husband just disappears and 'Z's' passport is taken away by the employer. The employer forces 'Z' to 'entertain' customers at his tea house. 'Z' has no way to go home because she has neither her own nor her new passport.

----- ✂ -----

9. 'R' lives in the city with her parents, brothers and sisters. She helps her parents who sell food on the streets. She dropped out of school at 14 years old as she was not interested in studying. She likes to go out dancing, if she has some money and hopes to fall in love with a rich sweetheart. One night she meets a handsome young guy from a neighbouring country and she falls in love with him. After dating for two months he wants to take her to his hometown, which is a busy seaport. Upon arrival it turns out that he does not have a job or a family. 'R' and her boyfriend live happily together in a cheap rented room. Then he asks her to earn money by sleeping with other men.

----- ✂ -----

10. A well-to-do couple living in big city has been trying to have a son for so many years. They already have a 6 year old daughter and are determined that their second child must be a son. Unfortunately the doctor has told the couple that the wife should not become pregnant again after three abortions that were done when the couple found out (illegally) that the babies were going to be female. The doctor said she could die from another pregnancy. Meanwhile another not so well-to-do family living in a rural province in the same country is lucky to have a son and a daughter. But one day, their two-year-old son is abducted. The rural family is devastated. In the city the well-to-do couple is overjoyed that finally they are having a son from adoption—a cute and healthy two-year-old son for whom they have paid a lot of money.

----- ✂ -----



Briefing Note: Basic Facts about Trafficking

1. Trafficking definition

The most recent and most widely accepted definition of trafficking is given in the Palermo Protocol on Trafficking (2000):⁸

- “Trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of a **threat** or **use of force** or other forms of coercion, of abduction, of fraud, of **deception**, of the **abuse of power** or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation. Exploitation shall include, at a minimum, “the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.
- The **consent** of a trafficking **victim to the exploitation** shall be **irrelevant** where any of the **means** mentioned above, such as the abuse of power, have been **used**.
- The recruitment, transportation, transfer, harbouring or receipt of a **child** for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does **not involve any of the means** mentioned above.
- “**Child**” shall mean any person **less than eighteen** years of age.

Simply said, this means that it is not allowed to take or force people to other places with the objective to employ them in different kind of activities against their will. Examples: people who are brought to the city against their will to work in factories for a very low wage or for a meal only. Or people who are brought to foreign countries and forced to work as a domestic servant, or children and women who are forced to work as a prostitute in brothels and bars. Be aware: many children and or women initially have left willingly or were misled, and were forced later in the migration process.

2. Distinction between trafficking, smuggling and migration

Regular migration is when people decide to move from one place to another willingly with their own purpose. While regular migration usually involves choice, knowledge and economic empowerment, trafficking and smuggling involve irregular movement of people who often lack protection and are subject to abuses and various levels of exploitation. However, **trafficking** is different from smuggling and other forms of irregular migration: Trafficking involves **coercion, force and/or deception for the purpose of exploitation**, whereas smuggling may not involve any coercion or exploitation at all. A typical profile of a smuggled migrant is not a poor person because he or she would have had to pay a large sum of money to smugglers for the smuggling. On the contrary, a typical trafficked person is from a poor family, often the poorest and most marginalized families and communities.

3. Push & pull factors in trafficking/migration

There are factors that push people to leave home and cause them to fall victim of trafficking. Among the most common **push** factors are:

- poverty of the family
- search for employment
- rising materialism
- family conflicts or broken home
- natural disaster or war
- illiteracy/ignorance/lack of awareness among people
- lack of community support network

⁸ Protocol to Prevent, Suppress and Punish Trafficking in Person, Especially Women and Children (Trafficking Protocol), supplementing the United Nations Convention Against Transnational Organized Crime, 2000 (also known as the Palermo Convention).

- discrimination on the basis of sex and/or ethnicity
- inequality between men and women, boys and girls in education and training
- sex-selective migration policies.

Among the most common **pull** factors are:

- demand for cheap and exploitable labour
- easier and more accessible transportation and communication
- expanded informal economy and unregulated labour market
- increasing demand for younger and younger girls and boys in brothels
- low-risk and high-profit nature of trafficking
- weak legal enforcement and corruption among authorities.

4. Key actors in trafficking

Traffickers are generally not strangers to the victims. They are often someone the victims know well: friends, neighbours or even relatives, new lovers and husbands/wives. They are often found among the following categories of people:

- factory owners or labour recruiters
- bar/brothel owners
- returning migrant workers
- someone who promises a marriage or seeks your love but the information is unclear
- someone who promises a job abroad that will make you rich very quickly.

5. Techniques/tricks/means used by traffickers

- promising to provide good employment
- promising love and a new life
- promising a good marriage
- visiting relatives
- promising better/higher education
- promising good food/nice jewels etc.
- threat
- abduction
- drugging.

6. Trafficking and labour exploitation

Women and children are trafficked not only for prostitution, but also for other labour exploitation purposes such as:

- factory work
- domestic work
- farm work
- work in the entertainment industry, including pornography
- hotel/club labour
- work in massage parlours and karaoke bars
- forced marriage.

7. Country-specific laws and regulations concerning immigration, foreign workers, and trafficking. Find out about relevant laws in your country and consult experts.

8. What can you do to have safe migration? See the Briefing Note: Safe Migration in Exercise 9.3.3, which provides tips for potential migrants to avoid becoming victims of trafficking.

Exercise 9.3.3 My Journey and the Magic Key



Objectives

- To develop problem-solving skills in dealing with various situations in migration
- To learn how to prepare for safe migration



Target Group

Youth and adults in sending and receiving communities of migrants



Duration

Part 1 – 90-120 minutes

Part 2 – 60-90 minutes



Seating Arrangements

Group seating on the floor or around the tables with an open space to walk around



Materials

Materials for My Journey and the Magic Key Game as listed in Training Aid A



Training Aids

9.3.3 A: My Journey and the Magic Key Game: Trainer's Preparation

9.3.3 B: My Journey and the Magic Key Game: Assets

9.3.3 C: My Journey and the Magic Key Game: Asset Coupons

9.3.3 D: My Journey and the Magic Key Game: Board

9.3.3 E: My Journey and the Magic Key Game: Rules

9.3.3 F: My Journey and the Magic Key Game: Situation Cards

9.3.3 G: My Journey and the Magic Key Game: Question Cards

9.3.3 H: Group Work Guidelines: How to Have Safe Migration

Briefing Note: Safe Migration



Session Plan

Part 1 – My Journey and the Magic Key Game

Preparation

1. Read the trainers' preparation and game rules (Training Aids 9.3.3 A and E respectively).
2. Prepare the assets and asset coupons for participants (Training Aids 9.3.3 B and C).
3. Depending on the literacy level of participants and the number of trainers and rooms or spaces available in the training, decide on the appropriate playing style (board game style or situation card style). Then divide the number of playing groups and the room arrangements as appropriate (see Training Aid 9.3.3 A).
4. Whenever possible, assign the roles of the Asset Banker and the Question Card Reader to the trainers. If there are not enough trainers and the target group has high literacy, participants may be assigned the roles.

Step 1 – 10 minutes

Briefly introduce My Journey and the Magic Game to participants. Explain that in this game they will play the role of migrants. They will experience many situations in a journey to a big city or another country. They will be asked to make a decision for each step of the journey. Each person will be given a set of assets to take on the journey.

Explain in the large group how to use the assets and the Magic Key in the game and how to play the game (see Training Aid 9.3.3 E).

Divide participants into playing groups as planned. If the roles of the Asset Banker and the Question Card Reader are assigned to participants, the trainers need to make sure they know what they are supposed to do in the game, as follows:

- 1) The **Asset Banker** is in charge of the assets in the game and has the duty to:
 - Distribute assets to the players (or playing teams) as indicated in their asset coupon in the beginning of the game.
 - Take the assets from players as they are spent or give the assets to them as they are earned during the game.
- 2) The **Question Card Reader** will read the question and the 3 answer choices for each player/playing team as each particular question card is called by the player during the game.



Tip for Trainers

*If you have enough trainers for each playing group, it is a good idea to explain the rules of the game in the small group. You may be able to save time by explaining the roles of the Asset Banker and the Question Card Reader to the assigned participants in advance. Whichever way you decide to explain the rules of the game, **do not** give out the game materials until the participants understand how to play the game.*

Step 2 – 50-80 minutes

Distribute the game sets and game materials (Training Aids 9.3.3 B-G) as appropriate to all groups. The game materials need to be all prepared in advance and ready for use, for example, the assets and asset coupons are cut into individual pieces according to the number of players. (For more information on how to prepare the assets, see Training Aid 9.3.3 A.)

In each group, give all the assets to the Asset Banker and the list of question cards to the Question Card Reader. Each player or a representative of the playing team draws an asset coupon and take it to the Asset Banker to exchange for assets as indicated in the coupon. The players decide on the order of the players (who will go first, second, third, and so on.) by drawing straws or numbers or rolling the dice. Make sure all players understand the rules of the game and begin playing.

Stop playing the game when at least one person in all playing groups has reached the end of the game. If there is enough time, the game can continue to allow more players to reach the end.

Step 3 – 30 minutes

Discuss the game with participants by asking them to tell their individual migration stories. Use the following questions to guide the discussion:

- What situations did you encounter on your journey?
- How did you deal with the situations?
- Why did you make that choice instead of other choices?

- What situations did you enjoy dealing with? Why?
- What situations were the most difficult for you? Why?
- For what kind of situation did you decide to use the Magic Key? Why?
- In the situations in which you used the Magic Key, what do you think would happen if these would be real life situations? Why?
- If you had a chance to make the journey again, what would you do differently the next time? Why?

In the process of discussing the experiences of the players in the game, try to probe different players who faced similar situations but chose different options. Encourage participants to share how they reacted to the same situations differently and why, and how different response choices led to different directions of their journey.

Summarize the discussion about the game by asking participants to point out lessons they learned from playing the game. Main lessons include:

- Migration can present a good opportunity in life as well as take one on a dangerous journey.
- Migrants can expect both good and bad things to happen. Sometimes bad things can happen that are beyond their control. In this case migrants need to know how to get help.
- There are different ways to deal with a situation and different actions may lead to different consequences.
- Some decisions may be easy and give a good immediate result but lead to a negative long-term situation and vice versa.
- When migration is legal (the migrants have proper documents), most problems can be prevented by informed preparation and realistic expectations.

Brainstorm with participants about how to prepare for safe migration. Conclude the exercise by summarizing the key things to do for safe migration, as follows:

- Get the right documents, as required for travel and working at the destination.
- Try to get as much information as possible about the job and place you are going to.
- Take the job offer only from reliable and legal sources. Beware that your friends, relatives and neighbors may not always know the best sources of employment or in some cases may not even be trustworthy.
- Always have enough pocket money before leaving, enough to buy a ticket home, if something were to happen.
- Have correct addresses and phone numbers of key contacts before you leave, and arrange in advance if possible for somebody to pick you up upon arrival.
- Do not trust any strangers at any time.
- Do not sign any paper if you do not understand it or are not sure what you are signing and never put your signature on a blank sheet of paper.
- Keep all your own identity cards and the original of important documents by yourself. Do not allow others to 'safe-keep' them for you. Make copies of these documents to provide to people who ask for them.
- Know your rights as a human being and as a worker.
- Ask for help when needed, from friends or family, police, and governmental or non-governmental organizations as appropriate.



Tip for Trainers

If there is a time limitation, finish the exercise with the conclusion of Step 2. Otherwise, continue with Step 3, which allows participants to discuss in more details in group work on how to prepare for safe migration.

Part 2 – How to Have Safe Migration

Step 4 – 20-30 minutes

In plenary discuss more generally the possible risks at each stage of migration, referring to the 'My Journey and the Magic Key' game and the real-life situations in participants' community. Use the Briefing Note: Risks of Migration from Exercise 9.3.1 as reference and distribute it as a handout to participants if appropriate.

Explain the different stages in migration and discuss the key issues:

- 1) **Pre-departure** (e.g., gathering information, recruitment, dealing with employment agents, getting proper documents, pre-departure training)
- 2) **Departure and journey** (e.g., costs and safety of travel, harassment and abuses, smuggling, illegal transportation and trafficking)
- 3) **Migration abroad** (e.g., choosing employment agencies, getting proper documentation, contract violation, confiscation of passport or important documents by employers or agents, smuggling or trafficking to a further destination)
- 4) **At the destination** (e.g., looking for employment, living and working conditions, unemployment, discrimination, remittances, and saving)
- 5) **Returning home** (e.g., return travel, savings and investment, readjustment to family and community)

Step 5 – 20-30 minutes

Divide participants into 5 mixed groups of 6-7 people. Tell them to imagine that they are working in an Advisory Council (or similar organization) in their own district or village and they have been assigned to write a simple, easy-to-understand leaflet or poster or make a radio programme on 'How to have safe migration' for people in their district or village.

Each group will work on a different stage in migration. Ask group 1 to work on stage 1, group 2 to work on stage 2 and so on.

Distribute the group work guidelines (Training Aid 9.3.3 H), flipchart paper and markers, and the Briefing Note: Safe Migration as reference for group discussion if appropriate. Each group will discuss and prepare a group note with 5-7 points of advice for their respective stage of migration. Give the participants up to 30 minutes to work on their assignment.

Step 6 – 20-30 minutes

Ask all groups to post their group note side by side and in order from stage 1 to stage 5 on the boards or on the wall. Spend about 15 minutes going through all 5 notes (about 3 minutes per stage). This can be done by either having a group representative read the 5-7 points of advice from each group or going through them together in plenary. After having gone through all points from all five groups, invite a round of comments on the advice at each stage.

After this round of comments, ask participants to choose the 10 most important points of advice to be put on posters or included in a radio programme for the people in their community. This can be done by asking each of the five groups to select the 10 most important points. Look for commonalities in the selected points and then ask for further nominations until all agree with the 10 points.

Conclude the exercise by summarizing the 10 key messages given. Make sure to cover the conclusion points in Step 3. Also, for the later stages in migration, stress the need for:

- saving and making wise investment choices
- caution against fraudulent schemes targeting returnees
- re-trafficking after returning home and finding no viable options for livelihood.



Training Aid 9.3.3 A: My Journey and the Magic Key Game: Trainer's Preparation

Trainer's Preparation for the Game

1. About the game

'My Journey and the Magic Key' is a game designed for migrants in source and destination communities. It will take players on a journey in search for work outside of their hometown to a big city or even abroad. There are 40 different situations in the journey, from leaving home to the final destination. In each situation that the players will face during their journey, they must respond by choosing an answer from the three choices given. Every choice will have different consequences. The aims of the game are to give the players an opportunity to practice managing risks in migration and to encourage them to develop a critical and proactive attitude towards migration. The game is ideally played in a group of 4-6 people (not including the Asset Banker and the Question Card Reader).

2. Materials for the game:

- Game Rules (Training Aid 9.3.3 E), one copy for each group
- Assets (Training Aid 9.3.3 B), one set for each participant
- Asset Coupons (Training Aid 9.3.3 C), one coupon for each player or playing team
- My Journey and the Magic Key Game Board (Training Aid 9.3.3 D) or 40 separate Situation Cards in A-3 size (Training Aid 9.3.3 F), one set for each group
- 39 Question Cards (Training Aid 9.3.3 G), one set for each group
- Coloured buttons, cartoon figures or other substitutes to represent individual players, one for each player (if playing in board game style)
- A box, a bag or a hat (for drawing asset coupons)

3. Assets and the Magic Key

There are 12 basic assets and the Magic Key to take on the journey in each game. No players will have all 12 assets. Each player will draw an asset coupon. The assets on the coupons vary. Some will have more and others less, as is the case in real life.

Preparing the assets and asset coupons – The trainers need to prepare the assets and the asset coupons in advance of the session. Guidance for preparation is given below.

3.1) How much assets and asset coupons to prepare for each game?

The quantity of assets and asset coupons for each game depends on the number of players (maximum 6 players or playing groups recommended for each group).

- Prepare as many assets and asset coupons as there are players.
- Each player gets one asset coupon (see Training Aid 9.3.3 C). The asset coupon states which and how many types of assets a player will get.
- Assets to be prepared for each player in a game include the following (see Training Aid 9.3.3 B):

1. Money – at least 100 points per player
2. House
3. Land
4. ID card
5. Driver's license
6. Passport

7. Visa
8. Work permit
9. Scholarship for job skills training
10. Phone number of the Labour Office
11. Phone number of NGO for migrants
12. Phone number of a friend or relative
– 2 per player

- The trainers may change the amount and types of assets to suit the local situation but at the minimum each player must be given some money (between 5 to 30 points) and one Magic Key.
- At the beginning of the game, the assets are stored in the 'Asset Bank'. The players will go to the 'Asset Banker' to exchange for assets with their asset coupons. The Asset Banker will give each player a set of assets that are on his/her asset coupon.
- The players will spend and earn assets while playing the game. All the assets that they spend during the game (for example, to pay for a bus ride or a job application) will be returned to the Asset Bank.

3.2) What is the Magic Key and what does it do?⁹

The Magic Key is a special and powerful asset. During the journey the player may face an extremely dangerous situation from which s/he desperately needs to escape or a serious problem which s/he can only solve by using the magical power of the Key. The Magic Key allows the player to open a 'Window of Time' to do either one of the following:

- Escape from extreme danger in the present situation to a neutral zone (All Magic Key escapes fall to Situation 8, which is being unemployed and looking for a new job).
- Travel to another time and space to get the asset required but which the player does not have for the preferred choice.

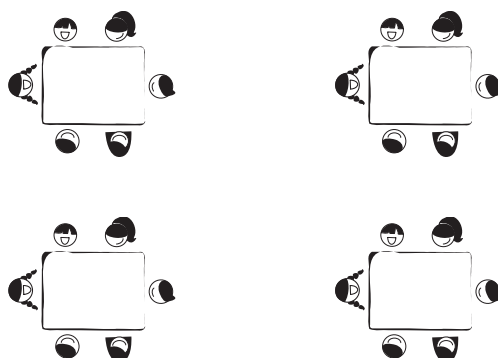
Although the Magic Key is very powerful but can be used only once, so it should be used with great consideration.

4. Setting up the room for the game

Two options of room arrangements are possible for two playing styles:

- **Option 1: Group Seating in Board Game Style** – This option is possible if there are enough trainers (one for each group), or if the target group has high literacy. Players (6 maximum) sit in a circle around a table or on the floor, playing the game in the board game style. The Asset Banker and the Question Card Reader may sit together in the circle if there is enough room, otherwise they can sit close by. A copy of the game board is provided in Training Aid 9.3.3 D. Make one copy of the game board for each playing group. The game board in A-2 (double A-3) size (as included in the Kit) is ideal.

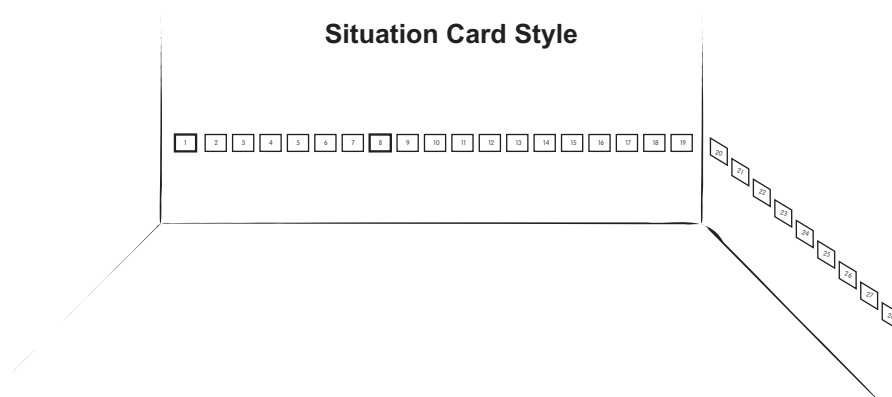
Board Game Style



⁹ The Magic Key idea is inspired by a Philip Pullman's youth fantasy novel *The Subtle Knife* in *His Dark Materials Trilogy* (Random House, 1997).

- **Option 2: Situation Card Style** – This option uses situation cards instead of the game board. A lot of wall space is needed for this set-up. The trainers need to prepare the 40 situation cards, which are provided separately in A-4 size in Book 7. It is best to enlarge them into A-3 size for easy viewing. This style of playing is recommended if there are not enough trainers for several small groups and/or participants have low literacy. In This case the trainers will have to play the roles of the Asset Bankers and the Question Card Reader. If there are more than 8 players, the participants should be paired up or grouped into only 4-5 playing teams. For example, if you have 15 participants, group them into 5 playing teams. In other words, 3 persons will play as one player and will make decisions together as a team in the game.

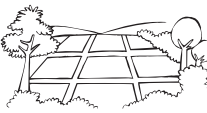
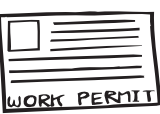
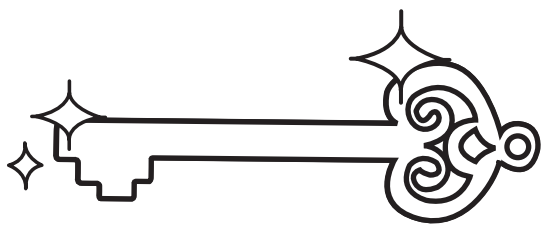
To set up the room, line up the situation cards in sequence on a horizontal line along the wall, one set for each group. It is important not to have more than 5 playing teams in this set up, otherwise the game will take too long and the players will wait for too long for their turn.





Training Aid 9.3.3 B: My Journey and the Magic Key Game: Assets

Guidelines: Prepare the set of assets provided below, one set for each player. Cut along the dotted lines to have the individual pieces of assets. All assets will initially be kept in the Asset Bank and given to each player according to what is listed on his/her asset coupon.

 1 pt	 1 pt	 1 pt	 1 pt
 1 pt	 1 pt	 1 pt	 1 pt
 1 pt	 1 pt	 5 pts	 5 pts
 5 pts	 5 pts	 10 pts	 10 pts
 10 pts	 10 pts	 10 pts	 20 pts
 House	 Land	 ID Card	 Drivers License
 Passport	 Visa	 Work Permit	 Job Training Scholarship
 Phone Number of Labour Office	 Phone Number of NGO	 Phone Number of Friend	 Phone Number of Relative
 Magic Key			



Training Aid 9.3.3 C: My Journey and the Magic Key Game: Asset Coupons

Guidelines: The asset coupons provided below are for a game with 6 players. Make enough photocopies of the coupons for all players and cut along the dotted lines to have individual coupons. Before playing the game, the players will draw one coupon and take their coupon to the Asset Banker to exchange for the assets as listed on the coupon.

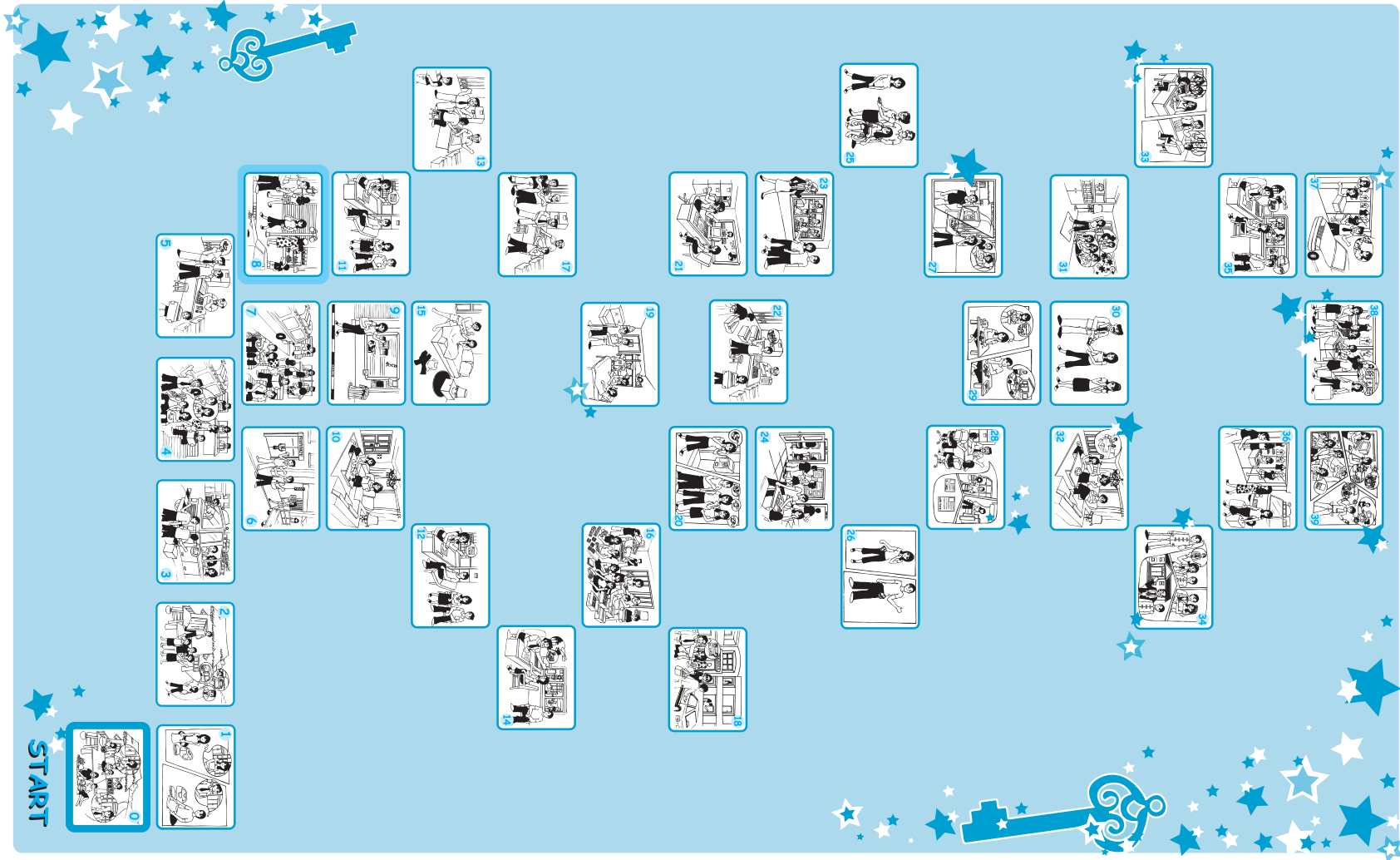
Coupon 1 – money (5 pts) – 1 plot of land – 1 phone number of friend – 1 phone number of relative – 1 Magic Key	Coupon 2 – money (10 pts) – 1 ID card – 1 phone number of friend – 1 phone number of NGO – 1 job training scholarship – 1 Magic Key
Coupon 3 – money (15 pts) – 1 ID card – 1 phone number of Labour Office – 1 phone number of NGO – 1 Magic Key	Coupon 4 – money (20 pts) – 1 house – 1 phone number of relative – 1 phone number of friend – 1 driver's license – 1 work permit – 1 Magic Key
Coupon 5 – money (25 pts) – 1 plot of land – 1 phone number of relative – 1 passport – 1 visa – 1 work permit – 1 Magic Key	Coupon 6 – money (30 pts) – 1 phone number of friend – 1 phone number of Labour Office – 1 phone number of NGO – 1 passport – 1 Magic Key



Training Aid 9.3.3 D: My Journey and the Magic Key Game: Board

Guidelines: The game board is available separately in A-3 size in Book 7. Make one photocopy for each group.

My Journey and the Magic Key Game





Training Aid 9.3.3 E: My Journey and the Magic Key Game: Rules

How to Play My Journey and the Magic Key Game

Before playing the game:

1. The trainer introduces the game briefly. Explain the ideas of the assets and the Magic Key and how they are used in the game. Explain the rules of the game.
2. Assign the roles of the 'Asset Banker' and the 'Question Card Reader' to the trainers or participants as appropriate. The Asset Banker will be in charge of keeping the 'Asset Bank': giving out the assets to individual players and taking the assets back from them as indicated in the given situations. The Question Card Dealer reads aloud the question and the 3 answer choices as each particular question card is called by a player. The Asset Banker and the Question Card Reader do not play the game.
3. The rest of the participants will be the players in the game (for optimal playing, no more than 6 players in the board game style and no more than 5 playing teams in the situation card style).
4. Each player draws one asset coupon and takes it to exchange for the assets from the Asset Banker.
5. Decides the order of the players: who starts first, second and third and so on in each game. This can be done by drawing straws or numbers or rolling the dice.

Playing the game:

1. All players/playing teams start in Situation 0 (living at home and thinking of job opportunities in the city or abroad). In the board game style, each player puts his/her playing fiche in the Situation 0 box. In the situation card style, all players stand by the Situation 0 picture card.
2. The player who is first in the order moves to Situation 1. Call for Question Card No. 1 from the Question Card Reader.
3. The Question Card Reader reads aloud the question and the 3 answer choices on the card for the player, indicating which asset is required (if any) for each choice but not yet telling where s/he will go in the next move.
4. The player then chooses one of the three choices given: a), b) or c). Once the choice has been made by the player the Question Card Reader tells him/her where to go in the next move.
5. In choosing an answer, the player must have the asset required. Assets are spent and earned as in real life, for example, if the choice requires 3 points for a bus fare, the player will give 3 points to the Asset Banker, but if a ID card is required, s/he needs to only show it and keeps it for future use. For the answer choices that do not require any assets, the player may choose an answer choice freely (without having to give any asset). For some answer choices (and some situations), the player may 'earn' an asset, for example (earn 20 pts) or (job training scholarship). In such cases, the player goes to the Asset Banker to get it.
6. If a player wants to select a choice for which s/he does not have the required asset, the player may use the Magic Key to travel to another world to get the required asset (exactly as required and not more). The player gives the Magic Key to the Asset Banker and takes the needed asset to solve the situation as normal.
7. The player may also use the Magic Key to escape from a dangerous situation. In this case, the player will be taken to the neutral zone, which is Situation 8 (unemployed and looking for a job), no matter where s/he is in the game. Once the Magic Key is used, the player needs to return it to the Asset Banker.

8. Once the player has chosen an answer, the player moves to a new situation as indicated by the choice. Then, the next player takes turn and calls out for his/her question card. (In the first move, every player calls for Question Card No. 1, but thereafter the players call for the question card number for the situation where they are staying.)
9. The goal of each player is to creatively deal with the situations to reach a positive end to the journey. The game allows for a number of good and bad possible ends for each player's journey. When a player sees the word "END" attached to his/her choice, his/her journey is over.

Rules for using assets and the Magic Key

How to use the assets?

Use your assets in the game **as in real life**. Some assets are exhaustible such as money and scholarship for job skills training, whereas most other assets can be used more than once.

When and how to use the Magic Key?

Each player can use the Magic Key **only once** in the entire journey to:

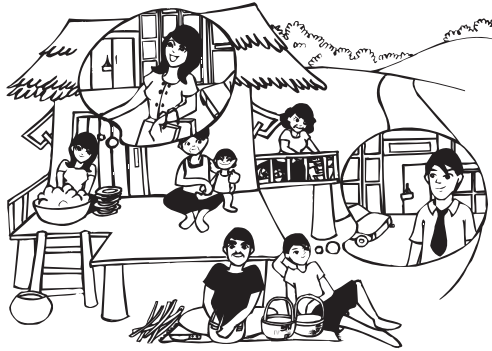
- Escape from extreme danger in the present situation to a neutral zone (All Magic Key escapes fall to Situation 8, which is being unemployed and looking for a new job).
- Get the asset required (exactly and not more) and move on to the next situation as indicated in the choice taken.

Once a Magic Key is used, its power is used up. The player returns it to the Asset Bank.



Training Aid 9.3.3 F: My Journey and the Magic Key Game: Situation Cards

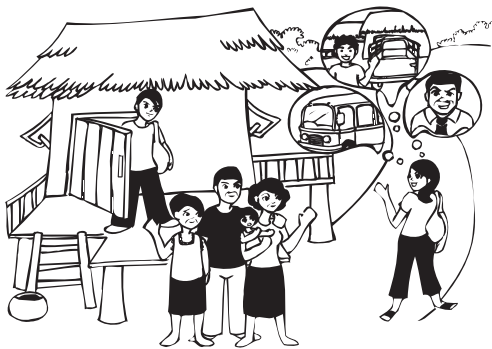
Guidelines: The training aid provides the list of 40 situation cards for the game. The cards are provided separately in A-4 size in Book 7.



Situation 0: You are at home. There are very few jobs and things to do in your village. You dream of better opportunities in a big city.



Situation 1: You have decided to go to a big city to look for work.



Situation 2: Choose how to travel to the city.



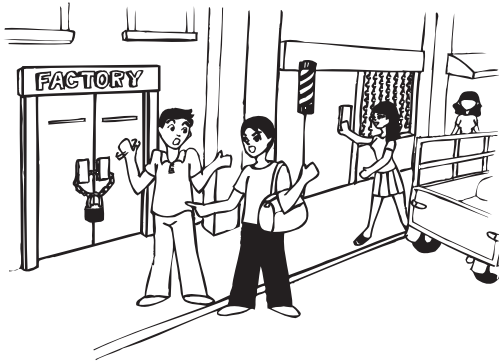
Situation 3: A policeman gets on your bus to check passengers' identification.



Situation 4: You have arrived at the bus station in the city and have been waiting for your friend/relative for over 2 hours. A stranger approaches and offers to take you to a job.



Situation 5: You have been taken to a factory. The job broker who took you demands 10 points as finder's fee and transportation and 2 months worth of salary from the employer.



Situation 6: The neighbour dropped you in the city. You find out that the expected job is no longer available.



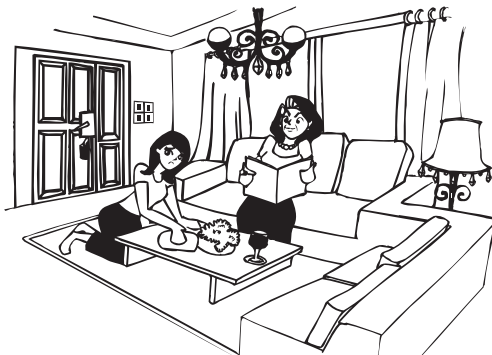
Situation 7: You have been waiting for 5 hours at the bus station and it is very late at night. Still no one has come to pick you up.



Situation 8: Unemployed, you are looking for a job. You have little money left.



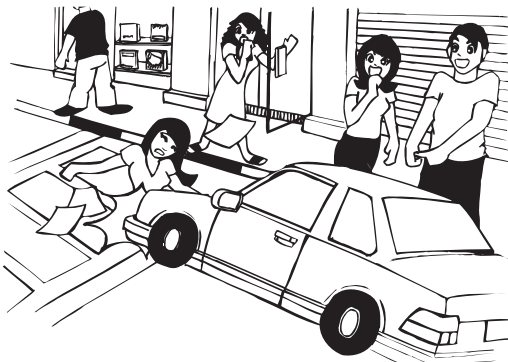
Situation 9: You have got a few job leads.



Situation 10: You have been hired as a maid for a rich family. The job is not too bad, the pay is okay but you have to work 7 days a week. You are not allowed to go outside of the housing compound.



Situation 11: You came to apply for one of the jobs available at a new hotel. For all positions you are required to show an identification card.



Situation 12: One day on the way to work, you see a woman hit by a car which sped away. No one helps her and your boss hates workers coming late to work.



Situation 13: The employer says the 2 months salary given to the broker is considered a loan that you will have to pay back by working for free for 2 months. He asks you to sign your name on two pieces of papers: the employment contract requiring you to work for him until you pay off the loan and the loan agreement. As a guarantee, you must give him your ID card.



Situation 14: At an employment agency for jobs overseas, you see 3 job vacancies: (1) waitress, (2) construction, and (3) duck farming. The agency says many people have applied and tomorrow is the last day to apply. The application fee is 10 points.



Situation 15: You have been trying to avoid the oldest son in the family who has been looking at you in a strange way that makes you uncomfortable. But one day when no one is home he overpowers you and forces you to have sex with him. He threatens to kill you if you tell anyone.



Situation 16: You finally found a job in a noodle-making factory. Work is not hard but boring. The pay is very low but there is overtime and you have Sundays off.



Situation 17: The broker and employer get very upset and threaten you with violence. Two strong men block the door to prevent you from leaving. Something bad will happen.



Situation 18: You have worked at the hotel for 2 years and your boss and co-workers like you. You have saved money (earn 30 pts). But one day a labour inspector comes to the hotel and finds out that you used a fake ID to apply for the job.



Situation 19: You have been rescued from a tough situation and are now staying in a safe place where you can stay for a week. You need to figure out what to do next.



Situation 20: After 2 weeks, you have not heard from the employment agency. You call and are told that all the positions have been filled. You ask around and find out that many people have also applied and none have heard from the agency.



Situation 21: You find out from the Labour Office that the employment agency is being investigated for fraud. There are many steps in going to work abroad: taking skills tests and a medical exam, and applying for a passport, visa and work permit. Still, you want to go overseas.



Situation 22: You have been working for 4 months and have not been paid. You ask the employer and he shows you the loan agreement, with your signature, showing a loan amount bigger than you thought.



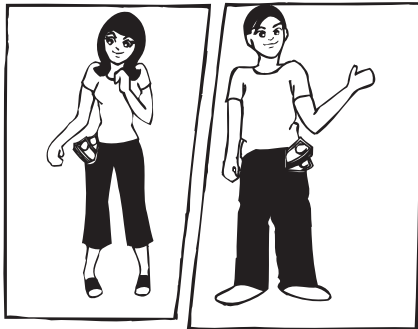
Situation 23: At the vocational skills training centre, you are choosing a training course.



Situation 24: You are finishing the job training course in one month.



Situation 25: The family of the hit-and-run victim feels so grateful to you for saving their daughter that they offer you 30 points to show their gratitude.



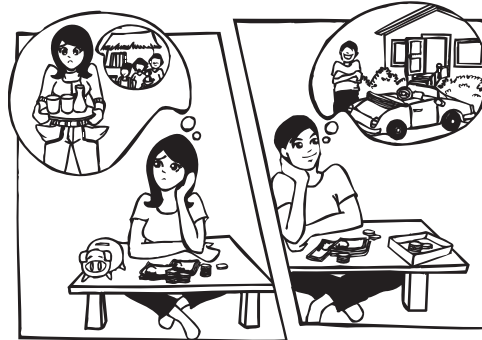
Situation 26: You now have a good amount of savings (earned 30 pts).



Situation 27: Your mother is very ill. She needs to go to the hospital but the family does not have enough money. You have very little savings left.



Situation 28: You have found several jobs that are interesting. You applied for several positions. You just had a few job interviews and are now receiving a call.



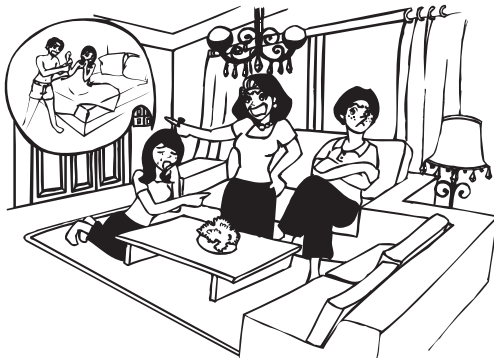
Situation 29: You have considered the costs and benefits of going to work overseas and are deciding whether it is a good idea to work abroad.



Situation 30: You received a small government grant through a job creation programme. A cousin has a friend who has a small fund and wants to be your partner in business.



Situation 31: You have a serious sexually transmitted disease. There is no doubt that the son of the employer who raped you gave it to you. You are not sure what to do.



Situation 32: The family refuses to believe you and blames you for 'seducing' their son. The mother angrily fires you and refuses to give you this month's salary.



Situation 33: You have been advised to take legal action against your former employer.



Situation 34: You have been working at this hotel for over 2 years. You like the job. The boss likes you very much because you work very hard. One day, three wonderful things happen at once and you have to choose.



Situation 35: You finally decide how to finance your trip to go working abroad.



Situation 36: Your fashion boutique business is not doing so well. You are losing money although your shop is popular. You buy goods and your partner sells them at the shop. Your partner handles the bookkeeping. You do not have a good grip on the shop's finances.



Situation 37: One day your business partner just goes away and you find yourself heavily in debt. You later discover that all the transactions have been done in your name, so legally you are responsible for all the debts.



Situation 38: Your fashion boutique is doing well. Sales are steadily going up. You enjoy buying the goods for the shop and your partner enjoys selling the nice clothes. Neither you nor your partner likes book keeping, so you hired someone to do it. You and your partner plan a strategy to grow the business.



Situation 39: It has been 6 months since you have come to a foreign country to work.



Training Aid 9.3.3 G: My Journey and the Magic Key Game: Question Cards

Guidelines: There are 39 question cards for Situations 1 to 39 respectively. Make photocopies and cut along the dotted lines to make separate cards. One set is required for each game.



Situation 1: You have decided to go to a big city to look for work. a) Tell your family of your decision. Call to ask friends and relatives who work in the city to find a job for you. Go to the city when they find you a job. (phone number of friend/relative) → 2 b) Pack up your belongings and go to the bus station. You will look for a friend in the city. You do not have his phone number but know where he works. → 4 c) You do not have any friends or relatives in the city but a job broker will take you to the city. → 5	Situation 2: Choose how to travel to the city. a) Go by bus. (pay 3 pts for bus ticket) → 3 b) Go with a neighbour who happens to be driving to the city. (pay 1 pt to help with petrol cost) → 6 c) Go with a person who offers to take you to the job in his car. → 5
Situation 3: A policeman gets on your bus to check passengers' identification. a) Show the ID card to the policeman. (ID card, driver's license or passport) → 4 b) You have no ID card. Escape from the policeman through the back door of the bus. → 2 c) You have no ID card. Use the Magic Key to go to another world where you have an ID card and bring it to show the policeman so you can continue your journey. (Magic Key) → 4	Situation 4: You have arrived at the bus station in the city and have been waiting for your friend/relative for over 2 hours. A stranger approaches and offers to take you to a job. a) If your friend/relative fails to pick you up, you will be left with no job. You can always find them later but this job opportunity may not be here forever. Go with the stranger. → 5 b) Tell the stranger you already have a job waiting for you and your relative is coming to pick you up. Wait for your friend/relative to show up. → 7 c) Call the friend/relative and ask them where they are. Ignore the stranger. (phone number of friend/relative) → 8
Situation 5: You have been taken to a factory. The job broker who took you demands 10 points as finder's fee and transportation and 2 months worth of salary from the employer. a) Give 10 points to the job broker as he asked. (pay 10 pts) → 13 b) You do not have 10 points. Give all the points you have to the broker and ask to borrow the rest from the employer. (give up all money in possession) → 13 c) You feel the deal does not seem right. Tell the broker you can afford to give him only 3 points for taking you to the city but you will not take the job. (pay 3 pts) → 17	Situation 6: The neighbour dropped you in the city. You find out that the expected job is no longer available. a) Go home. (pay 3 pts for bus ticket) → 0 b) Find a place to stay for the night and start looking for a job tomorrow. (pay 2 pts for hotel) → 8 c) Call someone you know in the city who might be able to help. (any phone number) → 9



Situation 7: You have been waiting for 5 hours at the bus station and it is very late at night. Still no one has come to pick you up.

- a) You have no way to contact your friend/relative. Leave the station and go to look for a job alone. → 8
- b) Call the Labour Office or an NGO for migrants and ask them to help. (phone number of Labour Office or NGO) → 9
- c) Go look for numbers of the Labour Office or agencies that may have posted information to help new arriving migrants. Or ask the bus station officials to direct you to such an agency. → 9

Situation 8: Unemployed, you are looking for a job. You have little money left.

- a) Work temporarily as a daily-wage worker just to get enough money to pay for food and lodging, while looking for a better job. (earn 5 pts) → 9
- b) Call a friend, the Labour Office or an NGO for migrants and ask them to help. (any phone number) → 9
- c) Sell a piece of your land, pay off the debts and decide to get more vocational skills. (land), (earn 40 pts and a job training scholarship) → 23

Situation 9: You have got a few job leads.

- a) Someone tells you of a family wanting to hire a maid. → 10
- b) There are a few vacancies in a new hotel. → 11
- c) An employment agency is accepting applications for workers to go abroad. → 14

Situation 10: You have been hired as a maid for a rich family. The job is not too bad, the pay is okay but you have to work 7 days a week. You are not allowed to go outside of the housing compound.

- a) You do not like having no day off. Work for a month to get paid, then quit to look for new a job. (earn 10 pts) → 8
- b) You are not in a position to be choosy. Keep the job and try to save as much as possible. (earn 20 pts) → 15
- c) Quit the job. Mortgage your house to get a good sum of money. Find a way to get a better-paying job overseas. (house) → 14

Situation 11: You came to apply for one of the jobs available at a new hotel. For all positions you are required to show an identification card.

- a) No problem. You have an identification card (or a passport). Write a good application and hope for the best. (ID card, passport or work permit) → 12
- b) You have no ID card. Look for other jobs that do not require an ID card. → 16
- c) You want the job but you have no identification card or paper. You take a friend of a friend's suggestion that you buy a fake ID card from him to apply for the job. (pay 15 pts) → 18

Situation 12: One day on the way to work, you see a woman hit by a car which sped away. No one helps her and your boss hates workers coming late to work.

- a) You cannot afford to stop to help now because you will be fined for being late for work. Run away quickly. → 27
- b) Rush to help the victim first. Help her to the hospital and call the police. → 25
- c) Call the ambulance and the police and rush to help the victim. → 25



Situation 13: The employer says the 2 months salary given to the broker is considered a loan that you will have to pay back by working for free for 2 months. He asks you to sign your name on two pieces of papers: the employment contract requiring you to work for him until you pay off the loan and the loan agreement. As a guarantee, you must give him your ID card.

- a) You do not like this deal but have no better choice. Sign the two papers and give him your ID card. (give up ID card, driver's license or passport) → 22
- b) Refuse to sign any paper and leave. → 17
- c) Do not sign the papers. Tell the employer that you have a relative who will give you money. Ask to go out to make a phone call to the relative and take the chance to run away. → 19

Situation 15: You have been trying to avoid the oldest son in the family who has been looking at you in a strange way that makes you uncomfortable. But one day when no one is home he overpowers you and forces you to have sex with him. He threatens to kill you if you tell anyone.

- a) You feel too ashamed to tell anyone about it. No one will believe and defend you. You need the work, so there is no choice but to tolerate the situation and try to avoid him in the future. → 31
- b) You will not clean yourself in order to keep the evidence of the rape. When he is out of your sight, call the police or a help hotline and tell them exactly what happened. → 33
- c) You do not want to call the police because you are afraid to be arrested for some reason. Try to get a neighbour or call your friend or someone to help you to get away from this situation. → 19

Situation 17: The broker and employer get very upset and threaten you with violence. Two strong men block the door to prevent you from leaving. Something bad will happen.

- a) You are one against many. It is not worth risking your life and safety. Give them all the money you have and beg them to let you go. (give up all money in possession) → 19
- b) You do not have any money to give them. They beat you up and take your identity papers. (give up ID card, driver's license or passport) → 19
- c) You see no way out except for disappearing from the situation, but how! (Magic Key) → 8

Situation 14: At an employment agency for jobs overseas, you see 3 job vacancies: (1) waitress, (2) construction, and (3) duck farming. The agency says many people have applied and tomorrow is the last day to apply. The fee is 10 points.

- a) Apply right away or you will miss the opportunity. (pay 10 pts) → 20
- b) You are cautious. Ask to see the agency's license, names and contact information of people who have used the agency in your area. Apply because you may miss the deadline tomorrow. (pay 10 pts) → 20
- c) Do not apply because this may not be a trustworthy agency. You do not like feeling so rushed. Call the Labour Office to check if the agency has a license. You may come back tomorrow if this agency is good. (phone number of the Labour Office) → 21

Situation 16: You finally found a job in a noodle-making factory. Work is not hard but boring. The pay is very low but there is overtime and you have Sundays off.

- a) Keep working for a while, while also looking for a new job. → 9
- b) Ask for overtime work in the evenings and Sundays and try to be more disciplined in saving as much as you can. → 26
- c) You have not been able to save at all and the job is getting too boring. Decide to take a chance with a new job that pays more. → 5

Situation 18: You have worked at the hotel for 2 years and your boss and co-workers like you. You have saved money (earn 30 pts). But one day a labour inspector comes to the hotel and finds out that you used a fake ID to apply for the job.

- a) Run away before the police come to arrest you. → 8
- b) Life on the run from the law will be too hard. Turn yourself in and agree to help the police catch the gang that sells fake IDs. → 33
- c) You are in big trouble. Call an NGO that you have heard helps migrants in trouble. (any phone number) → 33



Situation 19: You have been rescued from a tough situation and are now staying in a safe place where you can stay for a week. You need to figure out what to do next.

- a) Big cities are too dangerous for you. Go back home and try your best to make a living there. (pay 5 pts)
→ **END**
- b) You realize the world can be dangerous but you will not give up. Take the chance to join a job training programme that a social worker who took you to the safe house told you about. (job training scholarship)
→ **23**
- c) File a police report. Look for a job. This time you know better and look for jobs from reliable and legitimate sources → **28**

Situation 20: After 2 weeks, you have not heard from the employment agency. You call and are told that all the positions have been filled. You ask around and find out that many people have also applied and none have heard from the agency.

- a) You figure you just threw away your money with that agency. Keep on looking for a job. → **8**
- b) A neighbour tells you that she has heard bad things about this agency. She recommends a person who has helped a few people from your village to get work overseas. You will contact this person. → **35**
- c) You are still wondering about the agency, so you check with the Labour Office if this employment agency is legitimate. (phone number of Labour Office) → **21**

Situation 21: You find out from the Labour Office that the employment agency is being investigated for fraud. There are many steps in going to work abroad: taking skills tests and a medical exam, and applying for a passport, visa and work permit. Still, you want to go overseas.

- a) Find out what jobs are available, what exactly you need to do, what documents and how much money you need for each thing you need. → **29**
- b) Do a) and find out how much salary you will likely get and the cost of living in the new country, and if you can earn enough for a decent living. See how much you will be able to save. → **29**
- c) Do a) and b) and find out the terms of employment and other information about living and working in the country (weather, food, culture, language, etc.). → **29**

Situation 22: You have been working for 4 months and have not been paid. You ask the employer and he shows you the loan agreement, with your signature, showing a loan amount bigger than you thought.

- a) Ask the employer to give you a receipt of your loan payments so far. Do your own calculation and then discuss with the employer about the loan. → **33**
- b) Ask the employer to give you a receipt of your loan payments. Call someone to help you understand the matter better. (any phone number) → **33**
- c) The amount of loan looks so big that you will never be able to pay it off. Leave the job although he will not give back your ID card. Try your luck elsewhere. → **8**

Situation 23: At the vocational skills training center you are choosing a training course.

- a) Choose whatever skill training that is easiest for you. → **24**
- b) Choose training in the skills that you already have or the skills you really like and can do well in. → **24**
- c) Consult the training officials and survey job advertisements to see what skills are in demand in the job market and choose training in the skills that are in demand and that you like best. → **24**

Situation 24: You are finishing the job training course in one month.

- a) Ask around about job vacancies and look for job advertisements by companies, in newspapers and any place you can look and make a list of jobs you like to apply for. → **28**
- b) Prepare for looking for a job overseas. → **29**
- c) Look for ways and funds to start your own small business at home. → **30**



Situation 25: The family of the hit-and-run victim feels so grateful to you for saving their daughter that they offer you 30 points to show their gratitude.

- a) Accept the offer. You feel this happened to you for a reason. You will use this reward money to pay for a skill training course that you really want. (earn job training scholarship) → 24
- b) Politely reject the offer. Tell them that you did not expect anything in return for helping their daughter. → 34
- c) Accept the offer. Keep the sum for emergency. (earn 30 pts) → 27

Situation 27: Your mother is very ill. She needs to go to the hospital but the family does not have enough money. You have very little savings left.

- a) Ask the boss for 5 days off but she gives you only 2 days, which is not enough. Quit and go home to take care of your mother. (pay 5 pts) → END
- b) Ask the boss for 5 days off but she gives you only 2 days. Ask a friend to work in your place for 2 days. Go home to take your mother to the hospital and come back quickly. (pay 20 pts) → 34
- c) Tell your family to take your mother to the hospital. Send them money but keep the job because you will need more money. (pay 10 pts) → 34

Situation 29: You have considered the costs and benefits of going to work overseas and are deciding whether it is a good idea to work abroad.

- a) You want a good-paying job. But it is not worth the trouble. You would rather look for a job in your own country and stay closer to your family. → 28
- b) You do not like being far away from your family. But if you work hard and try to save a lot of money, going abroad may be worth it even if you may get into a debt situation for a while. → 35
- c) It is worth going, but you need time to find out what you can do by yourself to save money. Ask people who worked abroad. Consult the Labour Office and other organizations. (phone number of the Labour Office or NGO) → 35

Situation 26: You now have a good amount of savings (earn 30 pts).

- a) Send some money to your family back home and continue working to save more. (pay 25 pts) → 12
- b) Send some money home and lend some to a friend in need. (pay 30 pts) → 27
- c) Buy a new cell phone. This will make calling home more convenient. (pay 15 pts) → 27

Situation 28: You have found several jobs that are interesting. You applied for several positions. You just had a few job interviews and are now receiving a call.

- a) You have been hired as a company driver delivering water to houses. (driver's license) → END
- b) You have been hired to work in a textile manufacturing company. (ID card, driver's license or passport) → END
- c) Many employers came close to hiring you but always decided not to when they found out that you have no ID card or work permit. You have no choice but keep looking for an employer who will hire you. → 11

Situation 30: You received a small government grant through a job creation programme. A cousin has a friend who has a small fund and wants to be your partner in business.

- a) You need more fund and want to start a business as soon as possible. Join with her and start right away. → 36
- b) Talk to the person to see if she shares your business ideas. If so, talk about partnership: how you will share the investment, responsibilities and risks of doing the business. → 36
- c) Ask the person to explain her business ideas. If she seems serious and her ideas are similar to yours, talk about partnership. Spend time drawing up a concrete business plan and partnership details together. → 37



Situation 31: You have a serious sexually transmitted disease. There is no doubt that the son of the employer who raped you gave it to you. You are not sure what to do.

- a) Tell the family that their son raped you and that you need to see a doctor. So, they should let you go out or take you to the hospital or a clinic. → 32
- b) You cannot bear the situation any longer. Leave the job. Go to a doctor and find a new job. (pay 7 pts for doctor's fees) → 19
- c) Call someone for help. Tell the family what their son has been doing to you and regardless of their response, quit the job. (any phone number) → 32

Situation 32: The family refuses to believe you and blames you for 'seducing' their son. The mother angrily fires you and refuses to give you this month's salary.

- a) You have suffered enough. There is no point arguing with them but pack up and go home. (pay 5 pts) → END
- b) Call someone you trust and ask them to take you to a doctor. (any phone number) → 19
- c) Call someone or an agency you trust and ask them to help you with the situation and see if you can take legal action against the family. (any phone number) → 33

Situation 33: You have been advised to take legal action against your former employer.

- a) File a complaint with the labour court against your employer for loan sharking. Ask for 4 months back pay. Meanwhile you are working as a gardener. → END
- b) You have been treated for the disease and filed a rape charge with the police against the son of the employer who has been arrested. You are training to be a hotel maid. → 34
- c) You helped the police arrest a criminal gang who sold you a forged ID. This gang turned out to be part of a big human trafficking network. Because you helped the police, you will not go to prison and are applying for a work permit. → END

Situation 34: You have been working at this hotel for over 2 years. You like the job. The boss likes you very much because you work very hard. One day, three wonderful things happen at once and you have to choose.

- a) Your girlfriend/boyfriend wants to marry you. You are so happy. But if you decide to marry, you have to quit the job and move with her/him. → END
- b) Your boss wants to promote you to a supervisory position. But this position will keep you from seeing your girlfriend/boyfriend often. → END
- c) A new hotel in another city offers you a job that pays even better. If you accept, you cannot marry your girlfriend/boyfriend who cannot move to be with you. → END

Situation 35: You finally decide how to finance your trip to go working abroad.

- a) Use your savings to apply for a passport and visa and pay for a medical exam. Take a free skills test with the Labour Office. Apply for a small low-interest loan from a government bank to pay for the travel. (passport, visa and work permit—all 3) → 39
- b) Mortgage your own house or land with a local bank and borrow the rest from your relatives to pay for the service fees to the employment agency. (ID or passport and house or land) → 39
- c) The agent recommended by your neighbour will arrange directly with a foreign company to pay for most of your travel costs and necessary documents. You will have to pay back from your future salary half of the amount the company will advance to you. → 39

Situation 36: Your fashion boutique business is not doing so well. You are losing money although your shop is popular. You buy goods and your partner sells them at the shop. Your partner handles the bookkeeping. You do not have a good grip on the shop's finances.

- a) Ask your partner to show you how she does the bookkeeping and manages the cash flow. If she does not know how to do it, you will do it yourself or hire someone who can. → 38
- b) It is normal for a business to lose money in the beginning. You have to trust your business partner, otherwise the business will not prosper. → 37
- c) Your partner must be cheating you. You will not show her that you are suspicious and watch her quietly. → 37



Situation 37: One day your business partner just goes away and you find yourself heavily in debt. You later discover that all the transactions have been done in your name, so legally you are responsible for all the debts.

- a) Report to the police about your partner and hire a lawyer to fight for you in court. (30 pts for lawyer's fees) → **END**
- b) Sell your house or land to pay off the debts. (house or land) → **END**
- c) You do not have assets left, so you need to look for a job and work to pay off the debts. → **END**

Situation 38: Your fashion boutique is doing well. Sales are steadily going up. You enjoy buying the goods for the shop and your partner enjoys selling the nice clothes. Neither you nor your partner likes book keeping, so you hired someone to do it. You and your partner plan a strategy to grow the business.

- a) Apply for a small bank loan together to open a shop at another location. If you get the loan, you may need to hire another person to help. → **END**
- b) Do a market survey to see if there will be enough customers for your new shop in the area. → **END**
- c) Buy a new pick-up truck, so you can use it to go buy the goods instead of taking the bus and maybe even have a mobile boutique shop. → **END**

Situation 39: It has been 6 months since you have come to a foreign country to work.

- a) If you chose a) in Situation 35, you paid off the small government loan in two months. From the third month you have been sending money home every month. You have also sent a portion to your own bank account. You plan to start a modern convenience store in your hometown. → **END**
- b) If you chose b) in Situation 35, you have been sending money home to pay the monthly mortgage, pay back a loan to the relatives and the rest goes to your family. There is less than you had hoped for and yourself. → **END**
- c) If you chose c) in Situation 35, you desperately want to go back home but you cannot because the employer took away your passport as soon as you arrived at the airport. You were forced to sleep with customers, although you were supposed to be only a waitress. You tried escaping twice but they got you back and almost killed you. You have to work for two more years before you will be able to pay off all the debts. → **END**



Training Aid 9.3.3 H: Group Work Guidelines: How to Have Safe Migration

You are being asked by your village's (district's) Advisory Council to help preparing a simple and easy-to-understand leaflet, poster or radio programme on "How to Have Safe Migration" that will be used to advise members in your village (or district). Your group will be asked to work on **one** of the following five stages of migration:

Stages in Migration	What you need to think about at this stage
Stage 1 Before migration	Gathering information, recruitment, dealing with employment agents, getting proper documents, training before departure
Stage 2 Departure and journey	Modes of travel, costs and safety of travel, harassment and abuses in transit, smuggling, illegal transportation, trafficking
Stage 3 Migration abroad	Legality of employment agencies, getting proper documentation such as passport, visa and work permit, employment contract violation, confiscation of passport or important documents by employers or agents, living and working in a different culture and language, smuggling or trafficking within the new province/country or to another province/country
Stage 4 At the destination	Arrival, how to get to workplace, looking for a job, losing a job, changing jobs, unemployment, discrimination, living and working conditions, savings
Stage 5 Returning home	Return travel, savings and investment, readjustment to family and community

Group Work Guidelines (for the stage of migration your group is assigned):

1. Brainstorm within your group what important things migrants from your village need to know or need to do in order to prepare themselves for a safe and smooth migration. Use your experiences from real life and from the game, as well as what you learned from what happened to other people.
2. Discuss and agree on 5-7 most important things for the stage assigned to your group.
3. For each of the important things that your group thinks migrants need to know, write down an advice that is easy to remember. The advice should be a simple sentence that tells what the would-be migrants need to do (or not do).
4. Write down the 5-7 points of advice on a flipchart.

You have 30 minutes to finish this group assignment.



Briefing Note: Safe Migration

What can you do to have safe migration?: Tips for potential migrants and prevention of trafficking¹⁰

Before you decide to work in another country, you need to:

Know the difference between documented and undocumented migrants

- There are two types of migrants: documented and undocumented. *Documented or legal migrant workers* are people who are allowed to enter, stay and work in another country and are protected by labour and other relevant laws. *Undocumented or illegal migrant workers* are people who are not authorized by the receiving country to enter, stay and work there and are often subject to many abuses.

Try to get as much information as you can about the company and the job

- Find out about the nature of work promised to you, the place where you will work, and whether it is legal.
- Make sure that you get information from reliable sources. Beware: traffickers are often someone you know. They can be your neighbors, your friends or even your relatives. "Trusted sources" in your village may turn out to be not really trustworthy. More reliable sources are the Ministry of Labour, Ministry of Foreign Affairs, or accredited non-governmental organizations (NGOs) that help migrant workers in your country.
- Check with reliable sources in your country if the recruitment agency that is helping you is licensed and legitimate.
- Check with reliable sources in your country and the labour department or the embassy of the country you plan to go to if the company you will be working for is legitimate.
- If the recruitment agency will charge fees and pay for the trip, find out exactly: (1) what the fees are for; (2) how much you will have to pay back in total; and (3) how long it will take to pay back the full loan and possible interests.
- Find out about requirements for the job and check if you have the right qualifications. If your qualifications do not meet the requirement, check with the recruiter whether training will be provided and if so, will you be charged for the training.
- Ask the recruitment agency about the length and terms of the employment contract and the conditions for renewal.
- Ask the recruitment agency for names and contact information of people who have used their service in your area. Contact some of these people and ask them or their family for their experience.

Be cautious

- Find out how much you will be paid. Compare your salary to the amount of loan you need to repay. Decide whether it is worth for you to work elsewhere.
- Find out about the cost of living in the place where you want to go and calculate whether it is still advantageous to work somewhere else.
- Calculate how long you will need to work before you can start saving some money and decide whether it is still worthwhile for you to go.
- Be very careful if the recruiter or employer offers to advance money for your expenses. Make sure you know the exact amount and nature of the debt, before agreeing to take any loan.

¹⁰ Information in this briefing note is compiled from two main sources: *An Information Guide on Preventing Discrimination and Abuse of Women Migrant Workers* by GENPROM (ILO: Geneva, 2003), Booklet 6: Trafficking of Women and Girls, and *The Migrating Women's Handbook* by GAATW (GAATW: Bangkok, 1999).

- Find out if you may be able to get a low-interest loan from the government.
- Insist on seeing an employment contract in your own language. Be alarmed if the recruiter or employer refuses to show you the contract or to discuss the specific terms of the contract.
- Before signing any kind of agreement or contract: read the contents carefully and make sure you fully understand it. If you do not understand it, ask for clarification or translation, if the document is not in your language. Do not rely solely on the translation by the recruiter or employer. Do not sign any contract that you cannot fully understand or are not fully satisfied with.
- The contract will be considered complete and legally binding only when it is signed by both you and the employer. Ask for a copy of the contract for yourself and register it with relevant authority in your country, such as the Ministry of Labour, if possible.

If you are thinking about going abroad to marry

- Find out about the real intention of the man you plan to marry and inform yourself about the marriage laws and the rights of wives in his country before you decide to marry him.
- Know that many women have been deceived into marrying foreign men and have been trafficked to another country for exploitation. The marriage can be fake—not legally valid. Even when the marriage is legal, the purpose of marriage may not be what you expect. Some women have been treated badly by the husbands and families; some worked like slaves and others were forced to work in prostitution.
- Even when you are legally married to a foreign man, it does not always mean that you will be automatically granted a permanent residence permit to live in his country.

You have decided to go and work abroad. You will need money to pay for:

- passport and visa
- plane, train or bus ticket and travel expenses
- medical examination required for traveling abroad
- recruitment agency fees. (Always ask for a receipt for any fees you have paid to the recruitment agency. If you pay in installments, ask for the fee schedule in writing.)

You are preparing for departure!

Get all the documents

- Make at least two photocopies of all important documents concerning your travel: your passport and identity cards, your photo, and the addresses of the company and employer.
- Bring the original and one set of photocopies with you, keep them very secure, and leave another set with your family or trusted friends.

Get necessary contact information

- Get and carry with you addresses and telephone numbers of the embassies, consulates and women's or migrant workers' organizations in the destination country and in your home country that can help you in an emergency situation.
- Get the addresses and contact information of fellow migrant workers who are leaving with you.
- Try to look for friends or possible connections living in the country you are going to. Keep contact with them so that in case you need advice, they will be ready to help. If possible, inform this friend/contact of your arrival and arrival information (flight number, time, airport, etc.).

Learn about the country you are going to

- Ask people or read books about the basic situation, living and working conditions and specific cultural aspects of the destination country that you need to know.
- Learn some basic words and phrases of the main language spoken in the destination country. Write down important phrases on a piece of paper or in a notebook and keep it with you, for example: "How do I get to the embassy or consulate of...?", "Where can I make a phone call?", "I need help.", "I need to go to the police station.", etc.

Get bank account information

- Get a bank account number and the transfer information for the bank account to which you plan to transfer money for your family. If your family does not have a bank account, open one in the name of a mature and trustworthy family member.
- You should also open a saving bank account in your own name in both your home and at the destination.
- Bring with you the bank transfer information for both your family and your own savings account, so that you can safely transfer money back home for your family and your own savings account.

Be ready and know where to go

- Keep your passport, identity cards, tickets and all important papers close and safe with you at all times. Only give the passport or identity cards to immigration officials at the Immigration Desk. If someone stole your passport or identity cards, contact the police immediately. Show the police the photocopy that you keep.
- Keep your travel ticket with you and check whether it is a one-way or round-trip ticket. Check the date when it expires, if it is round-trip.
- Know the route of your flight, as you may have to make a connecting flight, and know how long the journey will take.
- Have some money in US dollars, Euro currency and some change in the currency of the country you are going to. You can change money at the airport before you leave.
- If possible, get a sketch or map of the departure and destination airports, in case you lose your group.
- Make sure you remember the name of the country/city you are going to (and memorize what the names sound like in English). Get a map of the city you are going to if you can.
- Try to memorize the name, address and telephone number of your employer.
- Find out in advance where you will stay the first night. Get an address and phone number of the place and give it to your family and friends before you leave.
- Ask in advance how to identify the person who will be picking you up from the airport or bus/train station, and where the person will be waiting for you. If possible, try to get a mobile phone number of the person.

You have arrived in the new city or country, where you will work and live for a while.

Upon arrival

- In case no one comes to pick you up or you missed the person coming to pick you up at the airport or bus/train station. Don't panic. Contact the information counter at the airport first, and if that does not help, contact your friend or any organizations that you keep on your emergency list.
- Notify your embassy that you are in the country and give them the address of where you are living.
- Send a letter or call your family and friends back home to tell them that you have arrived and give them your address and phone number.
- Contact any friends or contact you have in the new country.

- Contact agencies, organizations or associations working with and for women or migrants to meet other people from your own country and to get more information about living and working in the new country.

Employer & employment contract

- Make sure that the terms of employment are clearly stated in the contract. Terms of employment include salary, working hours, overtime and overtime pay, tax deduction, number of paid holidays, number of sick days, vacation, medical/accident/life insurance, other benefits, accommodation, etc.
- Do not let your employer keep your passport and other important documents such as the employment contract and work permit. If the employer insists, be alarmed and think of a way to contact others to get advice.
- Do not sign any paper that you cannot understand, even if the employer insists that it is just another paper and it says the same thing as what you have signed before. Get someone you trust to read and translate for you. If you have already signed an employment contract, do not sign another one, especially if it is in a language you cannot read.
- Make sure that you have your own copy of the signed employment contract.
- If the employer or agent says that you owe them money, insist on a clear accounting of what you owe. If you feel that the amount is more than you originally agreed to, seek help, starting with your embassy and any organizations you have on your emergency list.
- Do not sign for any payment that you have not yet received.

Wages & savings

- You should be paid every month. You should ask to be paid in cash. Do not agree to the employer's offer to "save" your wages for you until the end of your contract.
- Try not to send all money to your family. You should also save some for yourself and regularly transfer a portion of your wages to your own saving account. Advise your family to spend wisely and save for the future when you return.
- You should do the money transfer yourself and should not let your employer transfer your wages to your family back home. If this ever happens, ask for a receipt of the transfer from the employer.
- Make use of proper and safe financial channels to send money home. If you have to use informal channels because there is no bank service back home, always find out about the official and fair exchange rate every time, so that you always get a fair rate and do not get overcharged.
- Never keep or carry a lot of cash with you as this will invite danger.
- Seek advice from trusted friends or organizations on how you can keep your savings secure. It is often difficult for foreigners to open a bank account in another country.
- Find out about savings schemes and group saving cooperatives in the country where you work.
- As you begin to save money, start doing some financial planning. Think about how you will use your savings. Seek advice or help from trusted organizations and beware of unscrupulous people who may cheat you off your hard-earned savings.
- Never give your savings to anyone, unless you are sure that it is a legitimate saving scheme.

Know your rights

- Find out about your rights as a migrant worker in the new country from others who have lived there and from the embassy or other organizations. Ask what you can do if you need to change employer, to move into another job, or to extend your stay, and what you can do to protect yourself if your employment is abruptly terminated.

- You are not obliged to perform other duties than those stated in the contract.
- If you work in the employer's household, know that it is illegal for the employer or the members of the household to abuse you verbally, physically or mentally, or force you to provide sexual services to any of the family members or anyone else.
- In virtually all countries in the world a husband cannot beat his wife, or physically or mentally abuse her and treat her as his property. A husband cannot force the wife to have sex with him or with anyone else.

In case of problems such as:

- The employer or agent attempts to force you to sign any papers.
- Your employer or husband is abusive or violent to you.
- You are not paid wages as agreed.
- Your employer or agent confiscates your passport and other important documents.

Do:

- Contact the embassy, the police or any organizations that help migrant workers. The longer you wait, the less likely your problem will be solved.
- In case of abuse or violence, leave the situation immediately and go to a friend, the nearest police station or your embassy for help.
- In case of rape, go to the hospital, preferably with a friend or someone you trust, request for a physical check-up and keep a copy of the medical certificate.
- If you need a temporary shelter, contact as soon as possible women's organizations, help lines, local charity groups such as church organizations or organizations helping migrants.
- If you have strong evidence of the violation, seek advice on how to pursue a legal case against the violator.
- If you cannot file a case in the new country, continue to gather evidence. You may be able to file a joint case with others facing similar violations back in your own country.

Sources for Further Reading

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MODULE 10 A SMART WORKER

Introduction

This module deals with key responsibilities and rights of workers to decent jobs, social protection and freedom of exploitation. In the first unit, participants are familiarized with basic responsibilities at work and in the family. The second unit gives an overview of the fundamental principles and rights at work defined by the ILO member States in 1998. Emphasis is given to the principles: “No to Discrimination” and “Right to Organize”, as these are vital for all workers in the global economy. Finally, Unit 3 discusses priority health issues at work: maternity protection, occupational safety and health and fair treatment of workers with HIV/Aids.

This module includes 3 units:

Unit 10.1 Responsibilities

Unit 10.2 Rights at Work

Unit 10.3 Health at Work



Tip for Trainers on selecting the exercises

The four international labour standards which are key for the achievement of equality between men and women at work are included in the following exercises:

10.1.2 Work and Family Responsibilities

10.2.1 Fundamental Rights at Work

10.2.2 “No” to Discrimination at Work

10.3.1 Maternity Protection

Unit 10.1 Responsibilities



Content

The exercises in this unit focus on responsibilities in life and at work. The first exercise helps young job entrants to settle into a new job successfully by discussing what supervisors and co-workers expect from them. The second exercise raises awareness on the need to combine paid work with unpaid work for the family in a fair and productive way within households.



Key Messages

- Everybody judges other people at first sight on characteristics one can easily see such as age, sex, and appearances. People who are good looking and healthy have advantages over people who look more common, even if their appearance says nothing about their capacity at work. This type of discrimination is very widespread.
- Discrimination on the basis of ethnic origin is very common, as employers and workers like to share 'good work' with people from their same ethnic group, and select migrants only for second-class jobs.
- Employers and workers can have slightly different selection criteria for selecting a good worker. Employers often stress hard work and many high quality outputs. The opinion of the bosses will usually be the most important during recruitment, but a good worker needs to make sure that relations with co-workers are good too.
- It can be hard to find the right balance between the social side and work quality and quantity but it is this balance that makes you a good worker.
- Sharing workload and finding a fair balance between paid and unpaid work is a responsibility of everybody in the family and in society.
- Employers who take measures for workers with family responsibilities will also be better off: a happy worker is a better worker.
- Children need to learn from an early age that both men and women are responsible for household duties and family care.



Exercises

10.1.1 That's a Good Worker

10.1.2 Work and Family Responsibilities



Related Units

- 2.1 Everybody Has Rights
- 2.3 My Rights and Responsibilities
- 4.1 Who's doing What Work in the Family?
- 9.2 Looking for a Job
- 10.2 Rights at Work

Exercise 10.1.1 That's a Good Worker



Objective

To identify what are key characteristics of a good worker



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

Circle or U-shape



Materials

- 3 flipcharts of three workers (see the instruction in Training Aid 10.1.1 A)
- Markers and a roll of masking tape
- 5 voting slips for each participant in two different colours (see Preparation)



Training Aids

10.1.1 A: Example Flipchart Lay-out: Select a Good Worker

10.1.1 B: List of Information about the Three Workers



Session Plan

Preparation

Prepare three pieces of flipchart paper according to the instructions in Training Aid 10.1.1 A, and two sets of voting slips (each set in different colour) by cutting A-4 size paper into 32 equal pieces. Make a set in one colour for the workers' group and another in another colour for the employers' group. Each participant needs 5 voting slips of one colour.



Tip for Trainers

This exercise deals with discrimination and preferences on the grounds of appearance and migrant status. Sex and age, two other common grounds of discrimination, are kept equal by introducing three women workers in their mid-20's to enable participants to focus on work output and social skills. Trainers may change the key characteristics of each 'worker' in this exercise to suit the needs of their target group by reducing the age for younger groups or changing the sex if most participants are men.

Step 1 – 15 minutes

Explain that this session is about finding out what key characteristics of a good worker are. This will help the participants to find a good job and have good relations with supervisors and co-workers.

Divide participants in two groups. Tell one group that they are workers and the other group that they are employers. Ask the two groups to sit on different sides of the room. Give each participant five voting slips.

Put the three flipcharts that have been prepared at a place where everyone can easily see them. Introduce the three women workers on the flipcharts with the first set of information (name, age and appearance (see Training Aid 10.1.1 A). Explain that all three workers work at the same workplace (use a workplace which is familiar to participants, such as an assembly line worker in a garment factory or a cleaner in a hotel, a cook in a restaurant, a clerk in an office or a domestic worker in a large household). Write name, age and appearance in the first column under each picture.

Ask all workers and employers to look at each of the workers. Ask everybody to choose only one worker based on the way they look, their names and ages and put one voting slip under the picture of their choice. The trainer counts the number of votes and writes down the total number of votes of the workers in the second column and the total number of the employers in the third column on the appropriate flipchart. Ask two workers and two employers why they chose a specific worker. Remove the voting slips and continue.

Step 2 – 10 minutes

Introduce the second set of information (Information 2) about the three workers according to Training Aid 10.1.1 B, as follows:

- Worker 1 works hard and has a high output.
- Worker 2 is not a hard worker and has a low output.
- Worker 3 is a good worker with an average output.

Write brief information about each worker such as the words 'high output', 'low output' and 'average output' in the first column (next to Information 2) on the flipcharts of Workers 1, 2 and 3 respectively. Then, ask the workers and employers to vote again, based on the existing information and the new information given. Count the votes and write them in the appropriate columns. Compare the results between the employers and workers and ask two other workers and two employers why they chose a certain worker over the others. Remove the voting slips and continue.

Step 3 – 20 minutes

Continue voting with the remaining sets of information. Give about 10 minutes for each round of voting. At the end of each round compare the results between the workers and employers and ask for reasons from two representatives from both groups who have not yet spoken.

Step 4 – 20 minutes

Start a discussion using the following questions:

- Was it difficult as workers to choose a worker to work with?
- Was it difficult as employers to choose a worker?
- Did you change your mind when given new information? Why or why not?
- Which characteristics of the workers were most important for you as the workers' group?
- Which characteristics of the workers were most important for you as the employers' group?
- What are the differences between employers and workers in selecting a good worker? Why?
- Is choosing a co-worker or employee the same or different from choosing a friend? Why?

Step 5 – 20 minutes

Ask both groups to make two lists (10 minutes):

1. Good qualities of a co-worker (workers' group) or employee (employers' group)
2. Bad qualities of a co-worker (workers' group) or employee (employers' group)

Discuss the lists in plenary using the following questions:

- What do you think makes a person a good co-worker?
- What makes a bad one?
- What do you think makes a person a good employee?
- What makes a bad one?

The participants should become aware of three main aspects of being a good worker: work quality and quantity, and attitude towards others. However, one cannot choose the people one works with so it is important to find a way to work with different types of people. Try to address the following during the discussion. Most probably most people will not like the following behaviour from their co-workers: unwilling to help, deliver poor work, absent or late a lot, gossiping, talking too much, being unfriendly, being disrespectful to supervisor or co-workers or telling supervisor about things people do wrong all the time. Showing tolerance to people you work with will help. Give respect and ensure you get it from others. People who are positive, friendly, deliver sound quality, show respect and interest to others, are easier to work with.

Step 6 – 5 minutes

Summarize the discussion and explain that:

- Everybody judges other people at first sight on characteristics one can easily see such as age, sex and appearance. People who are good looking and healthy have advantages over people who look more common, even if their appearance says nothing about their capacity at work. This type of discrimination is very widespread.
- Discrimination on the basis of ethnic origin is also very common, as employers and workers like to share 'good work' with people from their same ethnic group, and select migrants only for second-class jobs.
- Employers and workers can have slightly different selection criteria for selecting a good worker. Employers often stress hard work and many high quality outputs. The opinion of the bosses will usually be the most important during recruitment, but a good worker needs to make sure that relations with co-workers are good too.
- Not every person can have all the qualities that they mentioned or expect in a good worker, because everybody has different strengths and weaknesses, e.g. working hard but being unfair towards your co-workers does not make you a good worker. On the other hand, being social but not productive is also not the description of a good worker.
- It can be hard to find the right balance between the social side and work quality and quantity but it is this balance that makes you a good worker.
- Doing your best at work in terms of quality and quantity, together with a good and positive attitude towards work and everybody at work, makes you a good worker.



Training Aid 10.1.1 A: Example Flipchart Lay-out: Select a Good Worker

Guidelines:

1. Prepare 3 flipcharts with a picture of a female worker, all around the same age.

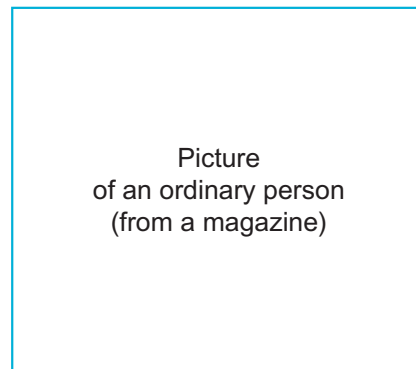
No. 1 with a healthy, good looking face and the same race or ethnic origin as the participants

No. 2 with a common, not so good looking face and the same race or ethnic origin as the participants

No. 3 with a healthy, good looking face, but clearly a migrant.

Example of the flipchart lay-out:

Worker No. 1 (2, 3)



Information	Scores by workers	Scores by employers
Information 1: Name, age and appearance		
Information 2: Output level		
Information 3: Work quality		
Information 4: Character trait		
Information 5: Temperament		

2. Attach a bag or a pouch or put a voting box underneath each flipchart for workers and employers to put in their voting slips for every round of voting.



Training Aid 10.1.1 B: List of Information about the Three Workers

Guidelines: Give the following information in Steps 2, 3 and 4. In the second column an example is given of what to write down on the flipchart.

Information 1: Name, age and appearance Worker 1 – Common female name, 26 years old, good looking Worker 2 – Common female name, 24 years old, common Worker 3 – Foreign migrant female name, 25 years old	Name, 26, good looking Name, 24, common Name, 25, migrant
Information 2: Output level Worker 1 works hard and has a high output Worker 2 is not a hard worker and has a low output Worker 3 is a good worker with an average output	High output Low output Average output
Information 3: Work quality The work of Worker 1 is of average quality The work of Worker 2 is of high quality The work of Worker 3 is of low quality	Average quality High quality Low quality
Information 4: Character trait Worker 1 is always blaming co-workers for mistakes Worker 2 supports a co-worker who is treated unfairly at work Worker 3 is cheating her boyfriend/husband	Blaming co-workers Supporting a co-worker Cheating in personal life
Information 5: Temperament Worker 1 is always in a bad mood Worker 2 is fighting for more rights at work Worker 3 is always in a good mood	Bad mood Advocate rights at work Good mood

Exercise 10.1.2 Work and Family Responsibilities



Objectives

- To become aware of the problems workers with family responsibilities face
- To think about measures to provide workers with family responsibilities with equal opportunities at work and in life



Target Group

Working youth and adults



Duration

90 minutes



Seating Arrangements

A large open place with a lot of space to move around



Materials

Flipchart paper, markers, masking tape, desks and chairs, cardboard boxes, and other materials that can be used for a neighbourhood or workplace simulation (see Preparation)



Session Plan¹

Preparation

Create a setting in the room to look like a neighbourhood with a factory, houses, bus stops and a market. Make signboards for these locations and put them up. To simulate a factory put some tables in a row for the workers and make a desk for the employer. Make places for at least 5-6 houses, one for the character's family, one for the grandmother, 3-4 for friends and neighbours. Make two bus stops: one near the houses and the other in front of the factory. Put the market near the bus stop close to the houses.

Step 1 – 10 minutes

Explain to the participants that you are going to tell them a story and that everyone is going to play a role in that story. Assign the following roles:

- Woman (give her a name)
- Woman's husband
- 2 small children
- Grandmother
- 2 or 3 neighbours
- Friends of woman's husband (3 or 4)
- Employer or supervisor in factory
- Bus driver
- Shopkeepers (3 or 4)
- Co-workers of the woman and co-workers of her husband (other participants).

¹ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise 4.12: Workers with Family Responsibilities, p. 99.

The setting should be as follows:

- The woman, her husband and the children are at the side of the room where the houses are.
- The neighbours are next to them.
- The grandparents are a bit further away.
- In between the neighbours and the grandparents the shopkeepers take a place.
- In front of the shopkeepers there is a bus stop where the bus driver takes a seat.
- At the other side of the room is another bus stop in front of the factory where the employer and co-workers will sit.
- The friends of the woman's husband are hanging around in small groups.

Step 2 – 20 minutes

Explain that you will tell a story about a day in the life of a woman worker. When the participants hear the trainer mention the roles to which they are assigned, they will act accordingly. Let the participants be creative but also manage the time. Read the story line by line and give the actors time to perform their role.

The story:

- It is 5:30. The woman gets up and gets dressed.
- She wakes the children and gets them dressed as well.
- While the children are playing, she prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast.
- The woman brings the children to their grandmother while her husband chats with the neighbours.
- When the woman returns from her mother-in-law, she and her husband go to the bus stop and take the bus to the factory where they work.
- They do their work and during lunch break have lunch in the cafeteria of the factory with their colleagues.
- When the working day is over the woman hurries to get the bus to go home and stops to pick up the children on the way from the grandmother's house. Her husband goes home after spending some time with his co-workers.
- The woman, with the children on the way home, does some shopping in the market near the bus stop.
- At home she prepares dinner, while her husband plays with the kids.
- They have dinner together and after dinner the woman takes the children to bed.
- The woman does the dishes and some cleaning while her husband goes out to watch TV with his friends. They both go to bed at 22:00 hours.

Step 3 – 10 minutes

Discuss the day of the woman worker very briefly and pay some attention to the mood of the actors during the story. Why were they happy, sad or angry? What do they think about the workload of the man and woman? Keep the discussion brief at this stage.

Step 4 – 25 minutes

Ask all participants to take their place in the original setting again. Tell the story again but introduce the following problem: the grandmother becomes very ill. She cannot take care of her grandchildren anymore and needs care herself.

Tell the story again:

- It is 5:30. The woman gets up and gets dressed. She wakes the children and gets them dressed as well.
- While the children are playing, she prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast.

- The woman takes her children to their neighbours and ask them to take care of the children.
- The woman is very worried about her mother-in-law. She pays her a short visit to wash her and to bring her some food. Her husband takes the bus to work.
- After visiting her mother-in-law she also takes the bus to the factory where an angry supervisor is waiting for her. She explains the problem and works during the lunch break.
- She is very tired because she did not sleep so well due to her worries about her mother-in-law and did not have lunch. She makes a mistake in her work and the supervisor becomes angry again and shouts that she will be fired if she makes one more mistake.
- When the working day is over the woman and her husband take the bus home.
- The woman goes straight to her mother-in-law and prepares a meal for her.
- She does some shopping on her way home, picks up the children and starts cooking. Her husband is a bit angry because she is too late with dinner and he is very hungry.
- After dinner the woman takes the children to bed and goes to her mother-in-law again to see if she needs anything and puts her to bed.
- The friends of her husband come to their house and chat.
- When she comes home her husband is already asleep and after doing the dishes she also goes to bed at midnight.

Discuss the story with the participants using the following questions:

- How did everyone feel while acting out the story?
- Did you feel differently in the second role play from the first role play? Why?
- What do you think of the role of the husband in the first and the second role play?
- If you were the woman and her husband, what would you have done differently?
- Who could make the woman's life easier and in what way?
- Do you think the reaction of the supervisor is fair? Why? Why not?
- Do you think the supervisor can help the woman? If yes, how?
- Do you face similar problems sometimes? If yes, what do you do?

Conclude that many women carry what is commonly referred to as the 'double burden' (a full day at work and a full day at home). Many women and men consider it normal that women have this double workload, but this custom is old fashioned and not suitable in modern times when both men and women earn income. Women are more vulnerable to discrimination at work because they have to deal with responsibilities at home like taking care of dependent children and the elderly alone. Often they manage the 'normal' situation but a little change, like a sick grandmother in the second story, causes major problems that can only be solved by sharing household tasks between the members of the family. Employers often display discriminatory attitudes towards women workers with family responsibilities, like in this case: by saying that she will be fired if she cannot handle the situation at home.

Encourage the participants to discuss the problems they face. Most probably many of them have the same kind of problems. Discuss how they cope with it. Do women ask their husbands to help in the household? What is the reaction of husbands? Ask what they want and how they can change their situation before mentioning possible solutions. Of course it will take time to change things but doing nothing means no change at all. Tell them that men and women need to discuss this at home and need to promote a fair distribution of workload between themselves and other family members.

Step 5 – 15 minutes

Explain very briefly the ILO Convention 156 about Workers with Family Responsibilities:

It promotes sharing of family responsibilities and equality of opportunity and treatment for women and men workers with such responsibilities. States that ratify this Convention shall develop a national policy to enable these persons to engage in employment without being subject to discrimination, and without conflict between their employment and family responsibilities. It encourages the Member States to take appropriate measures in community planning and development of community services such as childcare and family services and facilities. It also states that family responsibilities alone are not a valid reason for a person to lose his or her job.

Discuss it with the participants using the following questions:

- What do you think about the Convention?
- Do you think measures can be taken at home to share family responsibilities more equally and to solve family emergencies? If yes, how would you go about it?
- Do you think measures can be taken at your workplace to solve the problems of the woman in the story?
- Can you think of a type of action or strategy that you can take to discuss these problems at work?

In many countries not much attention is paid to workers with family responsibilities in the law. The fact that no or only a few provisions are mentioned in the labour laws of a country does not mean that workers cannot ask and negotiate with their families and their employers for measures to support workers with family responsibilities. Possible measures to create changes in attitudes and practices towards equal sharing of family responsibilities are:

- Discuss, negotiate and implement a fair distribution of duties in your own household
- Teach both boys and girls from an early age that it is normal for everybody to carry out household activities and ask both to contribute equally
- Provision of parental leave
- Provision of leave to both men and women to care for sick family members
- Facilities for children and the elderly
- Flexible working arrangements.

These measures need investments from all: men and women workers, other family members, governments and employers. They should change their attitudes and share the costs of care for children and the elderly. Employers who offer a family-friendly workplace find their reward through increased motivation and productivity of their workers.

Step 6 – 5 minutes

Summarize the discussion and conclude with the following points:

- Sharing household activities and caring for the young, the sick and the elderly among men and women in the household can solve many problems.
- Employers who take measures for workers with family responsibilities will also be better off: a happy worker is a better worker.
- Children need to learn from an early age that both men and women are responsible for household duties and family care.

Unit 10.2 Rights at Work



Content

This unit discusses the fundamental rights of workers. In the first exercise, participants will learn that all workers have rights and are entitled to equal treatment and equal opportunities regardless of their sex, age, colour, race or ethnic origin, creed or socio-economic class. The second exercise deals with the promotion of equality between men and women workers. Participants will identify common grounds of discrimination against women workers. In the third exercise they will learn that joint action is an effective way to ensure that their rights are respected.



Key messages

- There are four fundamental workers' rights which need to be respected in all countries:
 - “No” to suppression of freedom for workers to organize, “Yes” to freedom of association and right to organize
 - “No” to forced labour, “Yes” to free labour
 - “No” to child labour, “Yes” to education
 - “No” to discrimination, “Yes” to equality.
- Everyone is equal and should be treated as such, not only at home but also at work.
- Men and women should have equal opportunity and treatment in access to training, access to employment, career advancement, job security, salary, and working conditions.
- Taking action together is a smart thing to do. It makes people stronger because it gives them more power in general: more bargaining power, more credit possibilities, and more knowledge. Support from others makes you more self-confident.



Exercises

- 10.2.1 Fundamental Rights at Work
- 10.2.2 “No” to Discrimination at Work
- 10.2.3 Let's Organize at Work



Related Units

- 2.1 Everybody Has Rights
- 2.2 Children's Rights
- 2.4 My Right, Our Right to Organize
- 10.1 Responsibilities
- 10.3 Health at Work

Exercise 10.2.1 Fundamental Rights at Work



Objective

To identify the fundamental rights and principles at work



Target Group

Children, youth and adults



Duration

90 minutes



Seating Arrangements

Circle or U-shape



Materials

One photocopy of 4 stories (Training Aid 10.2.1 A) and masking tape



Training Aids

10.2.1 A: Stories on Fundamental Workers' Rights

Briefing Note: The ILO and Fundamental Rights and Standards at Work



Session Plan

Preparation

Make one photocopy of the 4 picture stories on fundamental workers' rights as shown in Training Aid 10.2.1 A (provided in A-4 size in Book 7). There are 24 pictures in total because each story consists of 6 pictures. Shuffle all picture cards together. Write the title of each story in large letters on a piece of flipchart paper so that the titles can be read from across the room. Ideally each participant gets one picture:

- When there are fewer than 24 participants, hang the titles of the 4 stories in the 4 corners of the room. Place the remaining pictures (1 or 2 of each story depending on the number of participants) under the corresponding title on the wall. The participants have to compare their picture with the ones already on the wall and decide to which group their picture belongs.
- If there are between 24 and 28 participants, ask for 4 volunteers and give each of the volunteers the title as given in Training Aid 10.2.1 A. Ask them to stand in the different corners of the room showing the title. The other participants have to decide under which title their pictures fits best.
- If there are more than 28 participants, some participants will form pairs and share a picture.

Step 1 – 15 minutes

Explain that participants will learn what their fundamental rights as worker are. Give each participant one picture (and/or one title) from Training Aid 10.2.1 A. Explain that the pictures are part of 4 stories about fundamental workers' rights. Ask them to stand up, walk around the room and form a group with people who have the other pictures (and the title) that belong to the same story. Once the participants have formed 4 separate groups, ask each group to

sit together at the place where the title of their story is posted. Make sure that each group has the right pictures. Ask them to come up with a story for their pictures. Try to finish this step within 15 minutes.

Step 2 – 20 minutes

Ask a representative of each group to tell the story their group came up with in plenary. They can tape their story on the wall.

Step 3 – 20 minutes

Thank the representatives for telling their stories. When they come up with completely different stories thank them first and then change the cards to the sequence given in Training Aid 10.2.1 A. Make sure to tell the participants that their stories can also be correct but many stories can be made and at this moment 4 key stories on fundamental rights at work will be discussed. Ask them the following questions:

- What are the four stories about?
- Which rights are violated?
- What do you think these stories have in common?
- Can you give other examples from your own experience?
- Do the examples have a happy ending? If not, what happened then?
- What do you think is the main message in each of the four stories?

Step 4 – 30 minutes

Explain that each country has a Labour Law (mention the correct name of the law). Explain that often only formal sector workers are covered by this law, but that this does not mean that informal sector workers do not have any rights. Some of the fundamental workers' rights are human rights, which are mentioned in the Constitution or in penal or civil laws, so every citizen should enjoy these rights. It is important for all workers to know their rights under the law.



Tip for Trainers

The exact names of the key labour laws in each country are (as of October 2005, check for the latest developments before doing the sessions):

Cambodia: Labour Law, 1997

China: Labour Act, 1994

Indonesia: Manpower Act No. 13/2003

Lao PDR: Labour Law, 1994

Thailand: Labour Relations Act, 1975; State Enterprise Relations Act, 1991; Labour Protection Act 1998

Viet Nam: Labour Code of Viet Nam, 1994, amended in 2002

As an energizer you can sing some songs with the participants about rights at work or difficulties they have at work. Ask the participants to come up with songs.

Explain briefly what an ILO convention is and how many of these conventions have been ratified by their Governments (see Briefing Note: The ILO and Fundamental Rights and Standards at Work). Do not mention them one by one but just the total number. Certain ILO conventions are so vital that they apply in all countries which are a member of the ILO, irrespective of whether the countries have ratified them or not. In 1998 the ILO member States adopted the Declaration of Fundamental Principles and Rights at Work, which covers the fundamental principles of 8 key conventions on the following 4 subjects:

1. Freedom of association and the right to collective bargaining
2. Elimination of all forms of forced and compulsory labour
3. Effective abolition of child labour
4. Elimination of discrimination in employment and occupation.

Discuss the four stories showing the fundamental workers' rights using the following questions:

- Did you know about this right?
- Do you enjoy this right?
- What can you do to fight for this right?

Emphasize that organizing themselves makes them stronger if they need to fight for their rights.

Step 5 – 5 minutes

Summarize the discussion and mention the 4 basic rights from the stories once more:

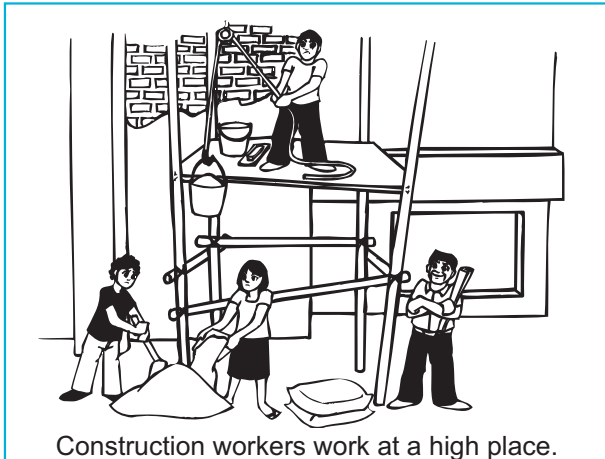
- The fundamental principles and rights at work need to be respected by all countries that are members of the ILO.
- These principles and rights are valid for all workers in all countries, in rural and urban areas and in the formal and informal economy.
- There are four fundamental workers' principles and rights which need to be respected in all countries:
 - “No” to suppression of freedom for workers to organize, “Yes” to freedom of association and right to organize
 - “No” to forced labour, “Yes” to free labour
 - “No” to child labour, “Yes” to education
 - “No” to discrimination, “Yes” to equality.



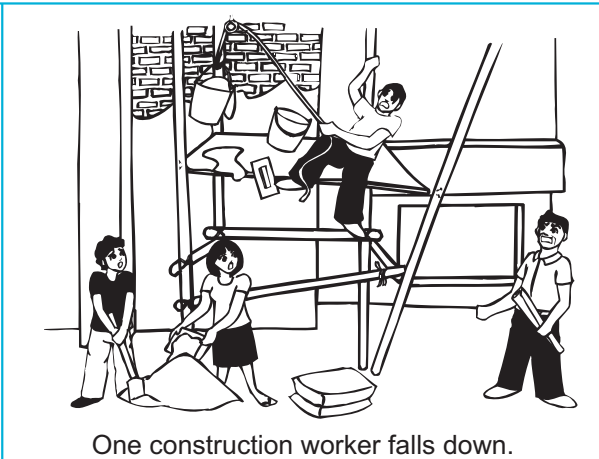
Training Aid 10.2.1 A: Stories on Fundamental Workers' Rights

Guidelines: Make one photocopy of the following 24 pictures in A-4 or A-3 size for use in the exercise. The pictures are also provided separately in A-4 size in Book 7.

Story 1: Organizing at Work



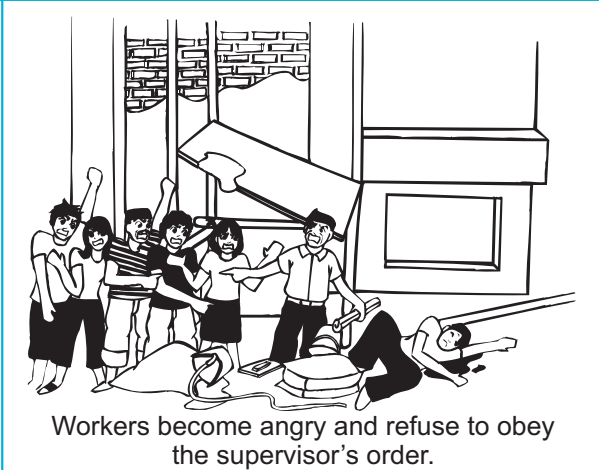
Construction workers work at a high place.



One construction worker falls down.



Other workers try to help. A worker is sent back to work (at the high place).



Workers become angry and refuse to obey the supervisor's order.

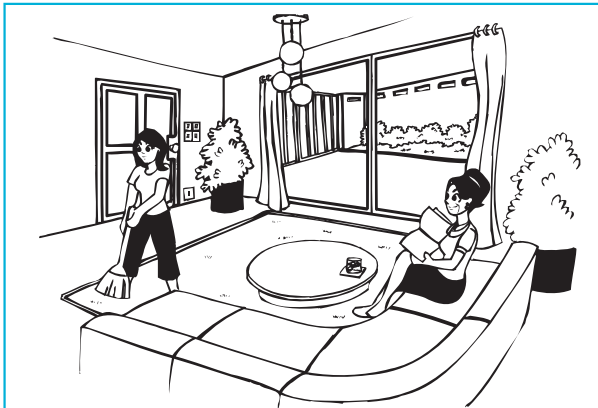


Workers and employers negotiate successfully on better safety at work.



Workers are at work again, now with better safety at work.

Story 2: "No" to Forced Labour, "Yes" to Free Labour



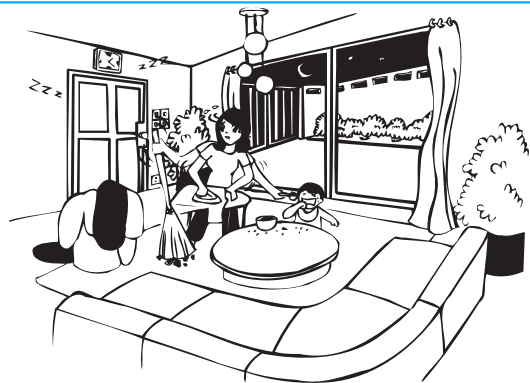
Domestic worker is at work.



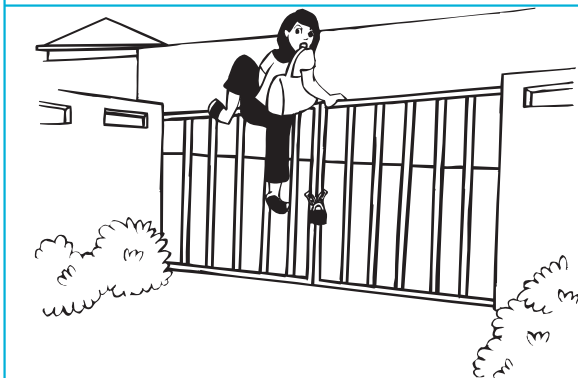
A fellow domestic worker comes at the door and says she has an urgent message for her.



Domestic worker wants to go out but her employer is angry and does not allow her to go out.



Domestic worker has to work many hours until late at night.



Domestic worker runs away



She now works at a shop and looks happy

Story 3: "No" to Child Labour, "Yes" to Education



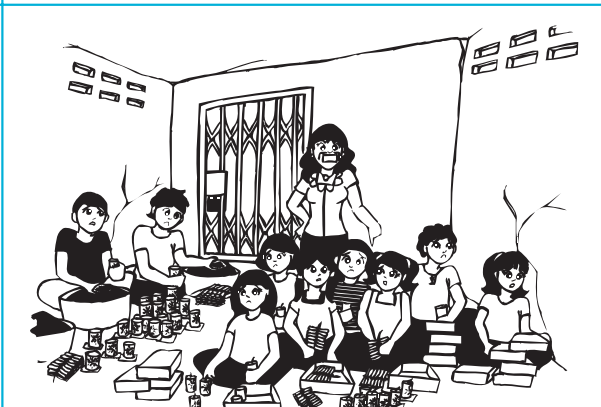
Two sisters and a brother play on the rice field.



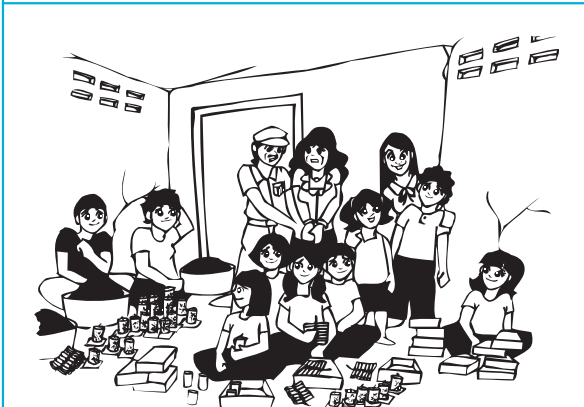
Parents and a stranger come to see the children.



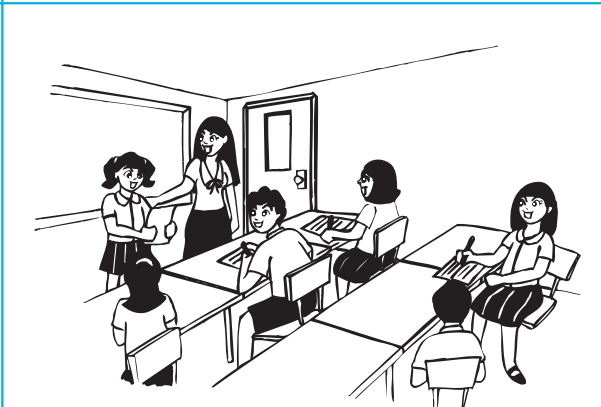
The older sister has to go with the stranger.



She works in a factory with other children.



The factory owner is arrested by police for violation of the child labour law and social workers take the children out of the factory.



She is back at school with her classmates.

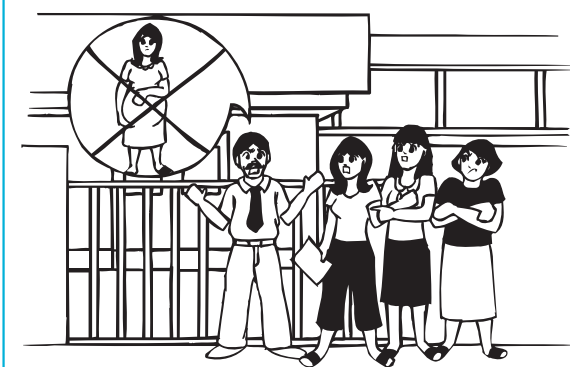
Story 4: "No" to Discrimination, "Yes" to Equality



Young men and women are waiting in front of a factory to apply for a job.



All women are sent away.



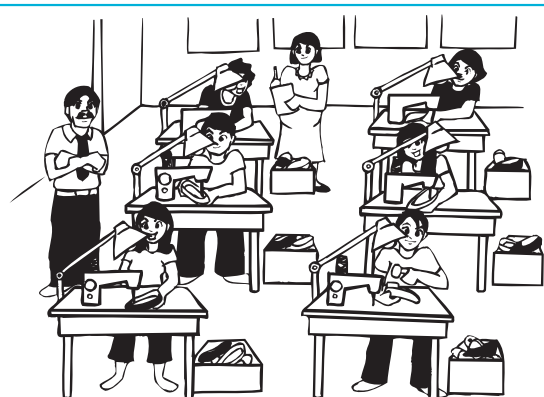
The supervisor explains that women can get pregnant and therefore are not allowed to work in this factory.



The women are angry and go to a trade union for help.



A trade union representative and the women talk with the factory owner.



Result: women are now working alongside the men in the factory.



Briefing Note: The ILO and Fundamental Rights and Standards at Work

About the International Labour Organization

The International Labour Organization (ILO) was established in 1919 to bring governments, employers and workers together for united action to improve living and working conditions everywhere. The ILO was founded upon three basic ideals:

1. Promotion of peace through social justice
2. Recognition of collective rather than isolated solutions
3. Development of the notion that no country should gain competitive advantage over others through the application of sub-standard working conditions.²

In 1944, the ILO member States adopted the Declaration of Philadelphia with the following principles:

- Labour is not a commodity.
- Freedom of expression and of association are essential to sustained progress.
- Poverty anywhere constitutes a danger to prosperity everywhere.
- All human beings, whatever their race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity.

In 1946, the ILO became the first specialized agency associated with the United Nations (UN). The ILO has its own constitution and membership and its own organizational structure, budget and staff. As of July 2005, there are 178 ILO member States. A unique feature of the ILO as compared to other international agencies is its tripartite structure: employers' and workers' representatives participate in the ILO's work on an equal basis with representatives of their governments.

The primary goal of the ILO *today* is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equality, security and human dignity. Key ILO objectives are to:

- Promote fundamental principles and rights at work.
- Create greater employment and income opportunities for women and men.
- Enhance the coverage and effectiveness of social protection.
- Strengthen social dialogue and tripartism.
- Advance gender equality in law and in practice.

International Labour Standards

Setting international labour standards to promote social justice in the world of work has been one of the principal means of action of the ILO since its creation in 1919. These standards are adopted by the annual International Labour Conference which is a tripartite body composed of government, employers' and workers' delegates of all member States. The standards take the form of conventions and recommendations. They cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunities, non-discrimination and other workers' rights. As of July 2005, ILO member States have adopted 185 conventions and 195 recommendations.

Conventions:

- Are international treaties with binding power.
- Are open to ratification by ILO member States.
- In ratifying a Convention, a State formally accepts the convention and is legally bound to apply it.

² Briefing Kit *Gender Issues in the World of Work* by ILO (ILO: Geneva, 1995).

- The country will, if necessary, adopt new laws and regulations or modify the existing legislation and practices.
- The country must apply the convention not only in law, but also in practice.

Recommendations:

- Are not open to ratification.
- Give guidance to countries on how to implement a convention in practice.
- Often supplement conventions.

ILO and Gender Equality

Equality between men and women stands at the centre of the ILO mandate because it is not only the 'right', but also the 'smart' thing to do. Persistent gender-based discrimination violates fundamental principles and rights at work, human rights and social justice, weakens economic growth and reduces the efficiency of enterprises and labour markets.

The ILO approaches the fundamental principle of equality of opportunity and treatment between women and men in three main ways:

1. As a matter of human rights and essential condition for achieving effective democracy
2. As a matter of social justice by providing equal access to more and better jobs, training and social protection
3. As a matter of sustainable development by promoting the participation of women in decision making and their involvement in shaping development, and labour policies and practices.

The ILO has adopted a two-pronged approach to gender equality:

1. Bringing gender issues into the mainstream in all policies programmes and activities
2. Carrying out gender-specific interventions, targeting women exclusively, men exclusively or women and men together to redress gender inequalities.

The four main ILO conventions that are crucial for gender equality promotion are:

No. 100: Equal Remuneration Convention, 1951
No. 111: Discrimination (Employment and Occupation), 1958
No. 156: Workers with Family Responsibilities, 1981
No. 183: Maternity Protection, 2000.

Fundamental Principles and Rights at Work

In 1998, the ILO member States adopted the Declaration on Fundamental Principles and Rights at Work, which embodies the principles and rights laid down in eight fundamental conventions. This Declaration reaffirms the commitment of all member States of the ILO to the fundamental principles and rights, which are applicable to all workers in all countries by the very fact of their membership in the Organization, even if they have not ratified the corresponding conventions. This means all ILO member States have the obligation to respect, promote and to realize these principles and rights. The four key principles laid down in eight fundamental conventions are:

"Yes" to Freedom of Association and Right to Organize

- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87): Workers and employers must have the right to establish and join organizations of their own choosing with a view to defending and furthering their respective interests
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98): Protection of workers who are exercising the right to organize; non-interference between workers' and employers' organizations; promotion of voluntary collective bargaining.

"No" to Forced Labour, "Yes" to Free Labour

- Forced Labour Convention, 1973 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105): To prohibit and suppress forced or compulsory labour in all its forms.

“No” to Child Labour, “Yes” to Education

- Minimum Age Convention, 1973 (No. 138): No persons under the age of 15 are allowed to work
- Worst Forms of Child Labour Convention, 1999 (No. 182): To eliminate the worst forms of child labour: All forms of slavery, forced labour, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

“No” to Discrimination, “Yes” to Equality

- Equal Remuneration Convention, 1951 (No. 100): Women and men have the right to equal remuneration (wages, salaries, other allowances) for work of equal value. This means that women and men who do the same type of work or who do jobs of equal value but of a different kind should receive equal remuneration without any discrimination based on sex.
- Discrimination (Employment and Occupation) Convention, 1958 (No. 111): All workers irrespective of their race, colour, sex, religion, political opinion, national extraction or social origin have the right to equal opportunity and treatment in employment and occupation.

ILO Conventions ratified in Selected Countries in East and Southeast Asia (as per July 2005, please check latest update at URL: www.ilo.org/ilolex/index.htm)

Cambodia (12 Conventions ratified):

- C. 4 Night Work (Women) Convention, 1919, ratified at 24.02.1969
- C. 6 Night Work of Young Persons (Industry) Convention, 1919, ratified at 24.02.1969
- C. 13 White Lead (Painting) Convention, 1921, ratified at 24.02.1969
- C. 29 Forced Labour Convention, 1930, ratified at 24.02.1969
- C. 87 Freedom of Association and Protection of the Right to Organise Convention, 1948, ratified at 23.08.1999
- C. 98 Right to Organise and Collective Bargaining Convention, 1949, ratified at 23.08.1999
- C. 100 Equal Remuneration Convention, 1951, ratified at 23.08.1999
- C. 105 Abolition of Forced Labour Convention, 1957, ratified at 23.08.1999
- C. 111 Discrimination (Employment and Occupation) Convention, 1958, ratified at 23.08.1999
- C. 122 Employment Policy Convention, 1964, ratified at 28.09.1971
- C. 138 Minimum Age Convention, 1973, Minimum age specified: 14 years, ratified at 23.08.1999
- C. 150 Labour Administration Convention, 1978, ratified at 23.08.1999

China (21 Conventions ratified):

- C. 11 Right of Association (Agriculture) Convention, 1921, ratified at 27.04.1934
- C. 14 Weekly Rest (Industry) Convention, 1921, ratified at 17.05.1934
- C. 16 Medical Examination of Young Persons (Sea) Convention, 1921, ratified at 2.12.1936
- C. 19 Equality of Treatment (Accident Compensation) Convention, 1925, ratified at 27.04.1934
- C. 22 Seamen's Articles of Agreement Convention, 1926, ratified at 2.12.1936
- C. 23 Repatriation of Seamen Convention, 1926, ratified at 2.12.1936
- C. 26 Minimum Wage-Fixing Machinery Convention, 1928, ratified at 5.05.1930
- C. 27 Marking of Weight (Packages Transported by Vessels) Convention, 1929 ratified at 24.06.1931
- C. 32 Protection against Accidents (Dockers) Convention (Revised), 1932, ratified at 30.11.1935
- C. 45 Underground Work (Women) Convention, 1935, ratified at 2.12.1936
- C. 80 Final Articles Revision Convention, 1946, ratified at 4.08.1947
- C. 100 Equal Remuneration Convention, 1951, ratified at 2.11.1990
- C. 111 Discrimination (Employment and Occupation) Convention, 1958. The Standing Committee of the National People's Congress adopted the decision to ratify this Convention on 27.08.2005.

- C. 122 Employment Policy Convention, 1964, ratified at 17.12.1997
- C. 138** Minimum Age Convention, 1973, Minimum age specified: 16 years, ratified at 28.04.1999
- C. 144 Tripartite Consultation (International Labour Standards) Convention, 1976, ratified at 2.11.1990
- C. 150 Labour Administration Convention, 1978, ratified at 7.03.2002
- C. 159 Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983, ratified at 2.02.1988
- C. 167 Safety and Health in Construction Convention, 1988, ratified at 7.03.2002
- C. 170 Chemicals Convention, 1990, ratified at 11.01.1995
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified at 8.08.2002

Indonesia (17 Conventions ratified):

- C. 19 Equality of Treatment (Accident Compensation) Convention, 1925, ratified at 12.06.1950
- C. 27 Marking of Weight (Packages Transported by Vessels) Convention, 1929, ratified at 12.06.1950
- C. 29** Forced Labour Convention, 1930, ratified at 12.06.1950
- C. 45 Underground Work (Women) Convention, 1935, ratified at 12.06.1950
- C. 69 Certification of Ships' Cooks Convention 1946, ratified at 30.03.1992
- C. 81 Labour Inspection Convention, 1947, ratified at 29.01.2004
- C. 87** Freedom of Association and Protection of the Right to Organise Convention, 1948, ratified at 09.06.1998
- C. 88 Employment Service Convention, 1948, ratified at 08.08.2002
- C. 98** Right to Organise and Collective Bargaining Convention, 1949, ratified at 15.07.1957
- C. 100** Equal Remuneration Convention, 1951, ratified at 11.08.1958
- C. 105** Abolition of Forced Labour Convention, 1957, ratified at 07.06.1999
- C. 106 Weekly Rest (Commerce and Offices) Convention, 1957, ratified at 23.08.1972
- C. 111** Discrimination (Employment and Occupation) Convention, 1958, ratified at 07.06.1999
- C. 120 Hygiene (Commerce and Offices) Convention, 1964, ratified at 13.06.1969
- C. 138** Minimum Age Convention, 1973, ratified at 07.06.1999
- C. 144 Tripartite Consultation (International Labour Standards) Convention, 1976, ratified at 17.10.1990
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified at 28.03.2000

Lao PDR (6 Conventions ratified):

- C. 4 Night Work (Women) Convention, 1919, ratified at 23.01.1964
- C. 6 Night Work of Young Persons (Industry) Convention, 1919, ratified at 23.01.1964
- C. 13 White Lead (Painting) Convention, 1921, ratified at 23.01.1964
- C. 29** Forced Labour Convention, 1930, ratified at 23.01.1964
- C. 138** Minimum Age Convention, 1973, ratified at 13.06.2005
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified at 13.06.2005

Thailand (14 Conventions ratified):

- C. 14 Weekly Rest (Industry) Convention, 1921, ratified at 5.04.1968
- C. 19 Equality of Treatment (Accident Compensation) Convention, 1925 ratified at 5.04.1968
- C. 29** Forced Labour Convention, 1930, ratified at 26.02.1969
- C. 80 Final Articles Revision Convention, 1946, ratified at 5.12.1947
- C. 88 Employment Service Convention, 1948, ratified at 26.02.1969
- C. 100** Equal Remuneration Convention, 1951, ratified at 8.02.1999
- C. 104 Abolition of Penal Sanctions (Indigenous Workers) Convention, 1955, ratified at 29.07.1964
- C. 105** Abolition of Forced Labour Convention, 1957 (No. 105), ratified at 2.12.1969
- C. 116 Final Articles Revision Convention, 1961 (No. 116), ratified at 24.09.1962
- C. 122 Employment Policy Convention, 1964 (No. 122), ratified at 26.02.1969

- C. 123 Minimum Age (Underground Work) Convention, 1965, Minimum age specified: 18 years, ratified at 5.04.1968
- C. 127 Maximum Weight Convention, 1967, ratified at 26.02.1969
- C. 138** Minimum Age Convention, 1973, ratified at 11.05.2004
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified at 16.02.2001

Viet Nam (15 Conventions ratified):

- C. 6 Night Work of Young Persons (Industry) Convention, 1919, ratified at 3.10.1994
- C. 14 Weekly Rest (Industry) Convention, 1921, ratified at 3.10.1994
- C. 27 Marking of Weight (Packages Transported by Vessels) Convention, 1929, ratified at 3.10.1994
- C. 45 Underground Work (Women) Convention, 1935, ratified at 3.10.1994
- C. 80 Final Articles Revision Convention, 1946, ratified at 3.10.1994
- C. 81 Labour Inspection Convention, 1947, ratified at 3.10.1994
- C. 100** Equal Remuneration Convention, 1951, ratified at 7.10.1997
- C. 111** Discrimination (Employment and Occupation) Convention, 1958, ratified at 7.10.1997
- C. 116 Final Articles Revision Convention, 1961, ratified at 3.10.1994
- C. 120 Hygiene (Commerce and Offices) Convention, 1964, ratified at 3.10.1994
- C. 123 Minimum Age (Underground Work) Convention, 1965, Minimum age specified: 18 years, ratified at 20.02.1995
- C. 124 Medical Examination of Young Persons (Underground Work) Convention, 1965, ratified at 3.10.1994
- C. 138** Minimum Age Convention, 1973, Minimum age specified: 15 years, ratified at 24.06.2003
- C. 155 Occupational Safety and Health Convention, 1981, ratified at 3.10.1994
- C. 182** Worst Forms of Child Labour Convention, 1999, ratified at 19.12.2000

Exercise 10.2.2 “No” to Discrimination at Work



Objectives

- To understand the concept of equality between women and men at work
- To discuss inequality issues at the workplace
- To discuss how to promote equality at the workplace



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

U-shape



Materials

- Flipchart paper, markers and masking tape
- Photocopy of the Case Studies and Questions (Training Aid 10.2.2 A)



Training Aid

10.2.2 A: Case Studies and Questions: Discrimination at Work



Session Plan

Step 1 – 20 minutes

Tell participants that they will look into different situations that concern equal treatment of men and women at work. Divide them in four groups and give each group a case study from Training Aid 10.2.2 A, together with a copy of the questions. Allow them 15 minutes to discuss and answer the questions for their case.

Step 2 – 40 minutes

Ask each group to present their case and the answers to the questions within 5 minutes. Summarize the main points after each story:

Case 1: What happens to Vibol and Sorya is not fair. They should get the same monthly salary because they perform the same work and both have been working for 2 years: **Equal pay for equal work.**

Case 2: In this case the preference goes to a male employee because the employer thinks women, especially those with children, are not able to perform their work well because of their family responsibilities. The woman is not judged on her qualities while she is a better candidate for the promotion. Everyone should have the **equal opportunities to career advancement.**

Case 3: Another example of **discrimination based on sex** but this time it is the man who is discriminated against.

Case 4: **Maternity protection** is an essential measure both to ensure a healthy baby and mother and for the promotion of gender equality at work (for detailed information, see Exercise 10.3.1 Maternity Protection). The boss does not allow women to

attend the training because he thinks they will not be good workers anymore once they have a family. This way of thinking is not fair but very widespread. Many women in their reproductive age face considerable discrimination at work, even if they are excellent workers. Both women and men have the right to training opportunities.

Step 3 – 20 minutes

Explain that these are some examples of inequality or discrimination on the basis of sex and gender roles. Make clear that everyone is equal and should have equal opportunities for development at work and in life. This is often explicitly stated in the Constitution.

Ask whether the participants can think of more examples of different treatment between men and women workers or discrimination on other grounds and discuss these. Ethnic origin, migrant status, disabilities or age are also common forms of discrimination and some people face multiple forms at the same time, such as a young hill tribe girl working far away from home. Ask them to think about action they can take to act against inequality at their workplace.

Explain further that workers should take action when there is discrimination at the workplace. This can be very difficult sometimes. Of course, people are afraid to lose their job when they complain about certain situations. A good advice is to fight against inequality together. Organize co-workers and ask for help: you are always stronger in a group. Think about organizations that can help such as a trade union or an NGO. Make sure that women are represented in different committees at the workplace, if there are any. They can address the issues in these committees and ensure follow-up action is taken to change the situation. Another important thing is to get publicity for the problems; talk to the press. When a lot of people know that people are fighting for their rights, the employers or government feel more pressure.

Step 4 – 10 minutes

Summarize the discussions and emphasize that everyone is equal and should be treated as such, not only at home but also at work. This means that men and women should have equal opportunity and treatment in:

- salary and other benefits: equal pay for work of equal value
- access to employment and training
- career advancement
- job security: nobody can be fired only because of one of race, sex, colour, marital status, family responsibilities, pregnancy, political opinion, or being a member of an organization
- working conditions: working hours, holidays, occupational safety and health and other benefits.



Training Aid 10.2.2 A: Case Studies and Questions: Discrimination at Work

Guidelines: Photocopy this page and cut it into separate case studies. Give each group one case study and the list of questions at the end of the page. Change the names, amount and currency of salaries and/or workplaces according to the local situation.

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Case 1:

Vibol (man) and Sorya (woman) are working for a small enterprise. They do exactly the same type of work and both work 8 hours a day. They both have been working for two years for this company. Vibol earns 50 dollars and Sorya 40 dollars per month.

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Case 2:

Chan, a 40-year-old woman with 12 years of experience is a co-worker of Lek, a 35-year-old man with 6 years of experience. Both have higher secondary education. Chan is known as a good worker and is well respected by co-workers. Lek is an average worker and but not so well respected as Chan. Lek spends more time with the boss, a man, and they go out drinking together in the evenings. Chan, a mother of three, has to rush home to care of her children and to cook for the whole family. Chan wants to be supervisor but she heard that the boss will choose Lek.

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Case 3:

Trang (young man) and Van (young woman) have applied for a job as receptionist in a new hotel that just opened. Both came out as the best of their class in the receptionist training of the vocational training centre. Trang is very good with computers, a skill required in the advertisement, while Van only knows computer basics. Trang is very disappointed when he hears Van has been given the job. He asks his friend who is the administration officer in the hotel why he did not get the job. His friend tells him the hotel management prefers a young woman as receptionist because they attract more customers.

-----✂-----

Case 4:

A factory has 60 sewing machine operators, 30 young women and 30 young men. The factory has bought new industrial machines and training will be given to 20 machine operators. When the names are announced the young workers are shocked: 18 men and only 2 women have been selected for the training. The boss says that it will be a waste of money to train more women because women can become pregnant and are no good workers anymore when they have children and family responsibilities.

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Questions (one copy for each group)

- What do you think about the situation?
- Why does this happen?
- Do you like it? Why? Why not?
- Have you seen or experienced this before?
- Do you think it is fair?
- What do you think can be done about it?

Exercise 10.2.3 Let's Organize at Work



Objectives

- To become aware of the importance of the right to organize
- To become aware of the advantages of organizing
- To gain information about trade unions and other forms of organized groups



Target Group

Youth and adult workers who do not belong to any organization



Duration

75-90 minutes



Seating Arrangements

Group seating for 3 groups



Materials

One photocopy of the three stories in Training Aid 10.2.3 A



Training Aid

10.2.3 A: Stories on Organizing at Work



Session Plan³

Preparation

Photocopy the 3 stories in Training Aids 10.2.3 A, B and C. The pictures are available separately in A-4 size in Book 7. Shuffle the cards for each story. Do not mix the cards from different stories together.

Story 1 illustrates what happens often in cases of individual action. Stories 2 and 3 show the power of groups and collective bargaining.

The trainers should check the possibilities for participants to become members of an organization or group prior to the session. It is very useful to give them practical information, especially names of the organizations or groups, their contact persons and their phone numbers and addresses.

Step 1 – 15 minutes

Explain that this session is about solving problems at work through joint action. Divide the participants into 3 groups. Give each group a different picture story in Training Aid 10.2.3 Stories on Organizing at Work. Each story consists of 4 pictures. Give the groups 10 minutes to arrange the pictures and make a story. Ask each group to appoint one person to show the pictures and briefly tell the story to the group in plenary.

³ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Exercise 4.4: Right to Organize, p. 64.

Step 2 – 30 minutes

Ask the three groups to present their stories. Give no more than 3 minutes for each presentation.

After each presentation, discuss the stories (The story lines are given in the training aid, but the participants may come up with different stories. The details are not important, as long as participants draw out organizing at work from the pictures). Use the following questions to stimulate discussion:

- What were the problems?
- What kind of action was taken?
- What were the results of the action?
- Can you think of a more successful end for the story of the construction worker?
- What are the advantages of organizing?
- Can you think of similar problems you face in your work or community?
- Did you take action? Why? Why not? If so, what was the result?

Step 3 – 10 minutes

Ask participants whether they are members of any organization or group. If no, why not? If yes, what kind of organization, and why did they join?

Ask them to give examples of action they have taken and the outcome of the action. Use the participants' or local examples to illustrate successful actions and to convince participants that taking action as a group is a smart thing to do. A group has more power to negotiate and more pressure than an individual, and it is much easier for an employer to fire a complaining individual than a complaining group of workers.



Tip for Trainers

You can illustrate the idea of group power with an example using chopsticks: it is very easy to break one chopstick but hard to break a bundle of ten.

Explore and discuss organizations or groups that may be useful for participants.

Step 4 – 15 minutes

Discuss with the group what the role of a trade union or an association of workers can be in their situation. Use the following questions:

- Do you think women can become members of a trade union or association?
- Do you think it would be useful if women become members?
- What would you like a trade union to do for your specific situation?
- How do you think you can reach this specific goal?

Step 5 – 10 minutes

Explain that organizing is a right everybody has and one can enjoy advantages as member of a group. Give examples of different forms of organizing. There are different organizations that can play an important role in organizing workers. Trade unions, for instance, can play important roles in many issues concerning employment. They can act as a pressure group and file complaints with the concerned ministries or departments. They can also collectively bargain for better payment and better working conditions for all workers and women in particular. They can bargain for maternity protection for women and childcare facilities, provide education and training on workers' and women's rights, and improve health and safety conditions at work.

Co-operatives or saving and credit groups are another form of organizing which can give advantages to the members. Especially in rural areas this type of organizing can be useful. For example, selling products through a co-operative can give more profit than selling it on an individual basis. The opportunities for getting credit are also easier through such groups.

Step 6 – 10 minutes

Summarize the discussions and mention once more that taking action together is a smart thing to do because it makes people stronger:

- More power in general
- More bargaining power
- More credit possibilities
- More knowledge
- Support from others makes you more self-confident.



Training Aid 10.2.3 A: Stories on Organizing at Work

Guidelines: Make one photocopy of the following 12 picture cards in A-4 or A-3 size for use in the exercise. The pictures are also provided separately in A-4 size in Book 7. Shuffle the cards within each story set and hand out the cards in Story 1 to Group 1, Story 2 to Group 2 and Story 3 to Group 3 in Step 1.

Story 1: Construction Workers



Men and women are working together in construction, carrying bags of cement.



A woman finds out that she receives a different wage from her male co-workers.

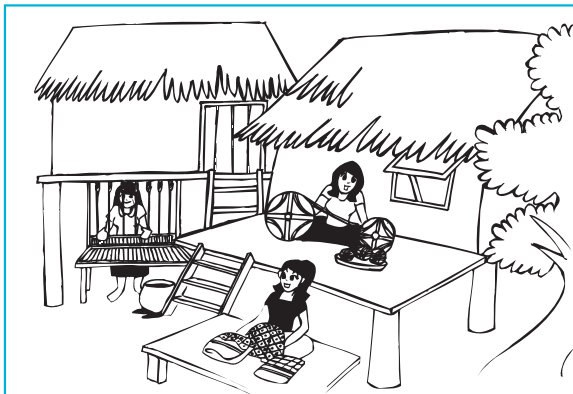


The woman worker complains to the boss about the different wages.



The angry boss sends her away.

Story 2: Women Producers



Women are weaving in their neighbourhood.



They discuss ideas of doing business together.

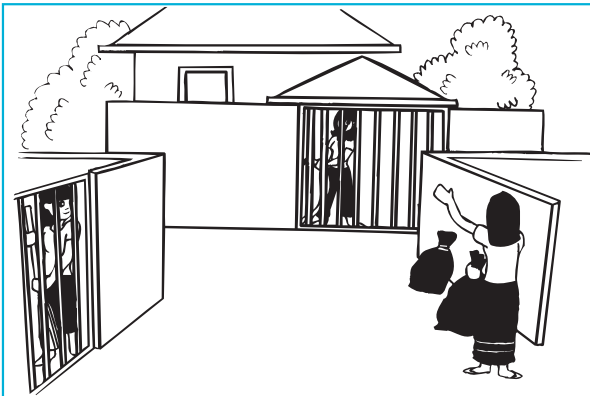


The women form a group to start a business together and come to submit their project for funding at the district office.

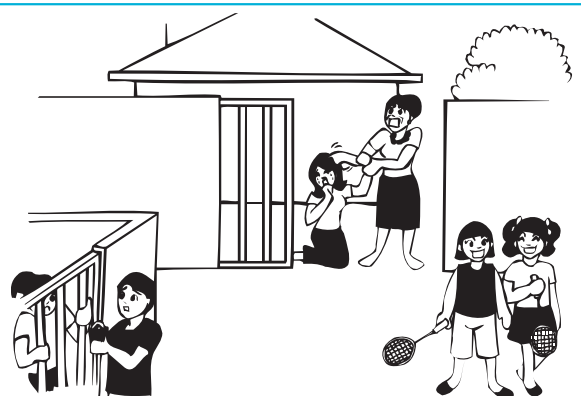


The women are now working in a co-operative, weaving and selling their products to customers in their new shop in the neighbourhood.

Story 3: Domestic Workers



Teenage girls are working as domestic workers in different houses in the same neighbourhood.



One domestic worker is being abused by her employer, while another is not allowed to leave the house.



A social worker organized a meeting with the employers and the domestic workers to discuss their views about the working conditions of the domestic workers.



The employers and the domestic workers have come to a better understanding and now have better relationships.

Unit 10.3 Health at Work



Content

Three main health concerns at work are addressed in this unit: maternity protection, occupational safety and health and the treatment of workers and families with HIV/Aids. Participants will become aware of the right of women to maternity protection, the right to a safe workplace and healthy working conditions, and the right to equal treatment of workers infected with HIV/Aids.



Key Messages

- Maternity should not restrict women workers from exercising their right to work or give grounds for discrimination against them.
- It is important to organize and fight for proper protection during and after maternity.
- A healthy and safe working environment is important for both employers and workers. Healthy workers are less absent and more motivated, and have a higher productivity.
- People infected with HIV/Aids and their families have the right to be treated equally.
- HIV-positive people have the right to work like everyone else, as long as they are able to perform in the job.
- Children who are HIV-positive or children of parents with HIV/Aids have the same right to education and equal treatment as other children.



Exercises

10.3.1 Maternity Protection

10.3.2 Occupational Safety and Health

10.3.3 Equal Treatment: Workers and Families with HIV/Aids



Related Units

4.4 Activities Children Should Not Do

7.4 What Are STDs and HIV/Aids?

10.2 Rights at Work

Exercise 10.3.1 Maternity Protection



Objective

To become aware of the rights related to maternity protection



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

Circle or U-shape seating in the middle of the room, with two group work areas in the opposite sides of the room



Materials

- 3 sets of the 10 Maternity Situation Cards (Training Aid 10.3.1 A)
- 3 sets of three A-4 size word cards: 'Dangerous', 'Unfair' and 'Important'
- Flipchart paper, markers and masking tape for three working groups



Training Aids

10.3.1 A: Maternity Situation Cards

Briefing Note: ILO Maternity Protection Convention 183



Session Plan

Preparation

Make three sets of photocopy of the 10 Maternity Situation Cards as shown in Training Aid 10.3.1 A and prepare three sets of the 3 word cards: 'Dangerous', 'Unfair' and 'Important'.

Most countries provide some form of maternity protection in their laws, but the types of protection and the number of workers covered vary greatly. Prepare a flipchart paper with the main provisions given in the law regarding maternity protection (see Briefing Note: ILO Maternity Protection Convention 183). Laws are subject to changes, so it is important to get updated information and check carefully what protection is presently covered by the law to what categories of workers every time before doing the exercise. Ask an expert as necessary.

Generally, only workers in the formal sector are covered by the law. This does not mean, however, that this topic is not important for workers in the informal economy. When you do this exercise with informal economy workers, explain that they are not covered by the law but that the issues are important for them. Make an action plan about what they can do to protect themselves during maternity instead of talking about the laws in detail.

Step 1 – 15 minutes

Explain that this session covers the rights to maternity protection. Divide participants into three groups: a men-only group and two women-only groups. When there are only women participants just make three groups and when there are fewer than 4 men, assign one or two men to each group. Give each group the following materials:

- a set of the 10 maternity situation cards (Training Aid 10.3.1 A)
- 3 word cards: 'Dangerous', 'Unfair' and 'Important'
- a roll of masking tape.

Ask each group to tape the three word cards on the wall and place the 10 maternity situation cards under the appropriate category: They have to put the situations they find dangerous under the 'Dangerous' card, the unfair situations under the 'Unfair' card and the situations that they consider important under the 'Important' card.

Step 2 – 20 minutes

Ask all groups to look at all the maternity situation cards on the wall and consider which maternity situations shown on the cards are appropriate and well suited for pregnant women at their workplace. Ask them to mark the cards (e.g., with a small cross or pin next to the card) that they think are appropriately dealt with.

Ask all participants to come back to plenary and compare the results of the three groups. Discuss each situation and the differences in the group results, if any. Clarify any misunderstanding and make sure that participants understand each situation correctly.

The cards should be arranged under the three word cards as follows:

Dangerous situations:

- Working at night, a lot of overtime and no weekly rest or leave days (a pregnant woman needs regular rest).
- Carrying heavy loads is dangerous for the health of mother and child.
- Working with dangerous chemicals is very dangerous to the health of the unborn child.

Unfair treatment:

- Termination of job because of pregnancy.
- Not allowed to join a training because of pregnancy.

Important provisions for pregnant women at work:

- Changing to appropriate work when the work is too heavy for a pregnant woman.
- Medical benefits: regular check-ups.
- Place to rest and to breastfeed during work.
- Time to breastfeed during working hours.
- Provision for other facilities like a child care center.

Step 3 – 20 minutes

Ask the participants if they know all the rules for maternity protection as stated in the law. Explain these rules briefly using the prepared flipchart paper. Compare the rules with the drawings: how many situations are marked as 'appropriately dealt with' and ask the following questions:

- Which situations are mentioned in the law?
- Do you know the rules of your workplace regarding these situations?
- Are the rules and laws appropriately dealt with at your workplace? If not, what can you do to improve your situation?

Step 4 – 5 minutes

Summarize the discussion. When many of the participants work in the informal economy and are not covered by the law, summarize their main concerns and how these may be addressed in practice. For formal sector workers, summarize the maternity protection laws once more.

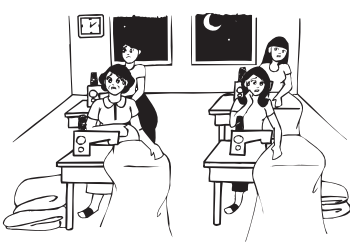
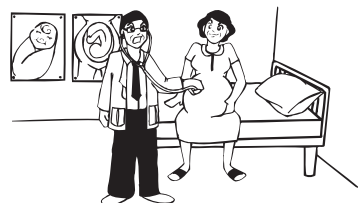
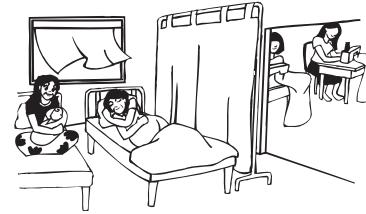
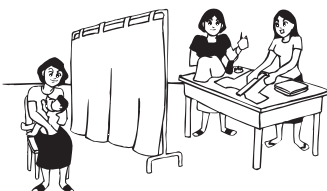
For both groups round up by saying that:

- Maternity should not restrict women workers from exercising their right to work or give grounds for discrimination against them.
- It is important to organize and fight for proper protection during and after maternity.



Training Aid 10.3.1 A: Maternity Situation Cards

Guidelines: Make three sets of photocopy of the following 10 situation cards in A-4 or A-3 size for use in the exercise. The cards are also provided separately in A-4 size in Book 7. Prepare one set for each group. Shuffle the cards before handing them out to each group.

Dangerous situations:		
 Working at night, a lot of overtime and no weekly rest or leave days	 Carrying heavy loads	 Working with chemicals
Unfair treatments:		
 Termination of job because of pregnancy	 Not allowed to join a training because of pregnancy	
Important provisions:		
 Changing to appropriate work	 Medical benefits: regular check-ups	 Place to rest or to breastfeed during work
 Time to breastfeed	 Provision for child care	



Briefing Note: ILO Maternity Protection Convention 183

Explain the ILO Maternity Protection Convention (No.183) if the group is interested in experiences on maternity protection in other countries. This Convention covers more than most national laws at present (2005). Many organizations like NGOs and trade unions advocate for the ratification of this Convention and it would be good if more organizations promote the rights and principles laid down in this Convention.

ILO Maternity Protection Convention 183 (2000)⁴:

- Covers all employed women including those in part-time work, home work and atypical forms of dependent work.
- Ensures that pregnant or breastfeeding women are not obliged to perform work which can be a significant risk to the mother's health or that of her child.

It states that:

- Fourteen weeks of maternity leave with entitlements to cash benefits and medical care are the minimum provisions required for women who are responsible for caring for themselves and their babies.
- It is unlawful for an employer to terminate the employment of a woman during her pregnancy or absence on leave, except on grounds unrelated to the pregnancy or birth of the child and its consequences or nursing.
- A woman is guaranteed the right to return to the same position or an equivalent position paid at the same rate at the end of her maternity leave.
- A woman shall be provided with the right to one or more daily breaks or a daily reduction of hours of work to breastfeed her child.

⁴ Adapted from: ILOLEX, Database of International Labour Standards, URL: <http://www.ilo.org/ilolex>.

Exercise 10.3.2 Occupational Safety and Health



Objectives

- To become aware of situations at work that are dangerous to health
- To identify measures for a safer and healthier workplace
- To become aware of the occupational safety and health rights of workers



Target Group

Children, youth and adults (with at least 3-4 persons able to read and write)



Duration

60 minutes



Seating Arrangements

Group seating in small groups of 4 persons



Materials

- Photocopies of Dangerous and Unhealthy Situations (Training Aid 10.3.2 A)
- Flipchart paper, black, red and green markers, and a roll of masking tape for each group



Training Aids

10.3.2 A: Dangerous and Unhealthy Situations

Briefing Note: Occupational Safety and Health



Session Plan

Preparation

Find out about regulations regarding occupational safety and health issues in the country as well as at the workplace of the participants before doing this session. In this way the trainers will be able to give accurate and detailed information to participants. It may also be helpful to invite a resource person to the session who is familiar with laws and regulations on occupational safety and health in the type of jobs the participants have.

Select the picture cards in Training Aid 10.3.2 A that are relevant to the life and work of the participants, one for each group of 4 persons. Make a photocopy of the selected cards in A-4 or A-3 size.

Step 1 – 10 minutes

Explain that this session is about occupational safety and health. Divide the participants into small groups of 4 persons. If the audiences are working youth or adults, put people with the same or similar type of work in the same group. Give each group a copy of one situation card. Ask them if the card they got is clear. When there are misunderstandings about the meaning of the situation clarify it before proceeding. Hand out 2 pieces of flipchart paper, the black, red and green markers, and a roll of masking tape to each group.

Step 2 – 15 minutes

Ask each group to tape the two pieces of flipchart paper together along the longest side and tape the card in the middle of the flipchart papers. They have to imagine that the card is the sun and they are going to make the sunbeams. Ask them to draw a few sunbeams with a **black** marker. At the end of each sunbeam they have to write, with a **black** marker, a risky, dangerous or unhealthy situation related to the job situation in the middle. Give one example in plenary, for instance, for the situation in which a child works in the mines, one sunbeam will say 'Lots of harmful dust' and another sunbeam will say 'Dangerous for children', etc. Encourage them to come up with as many sunbeams as possible.

Step 3 – 15 minutes

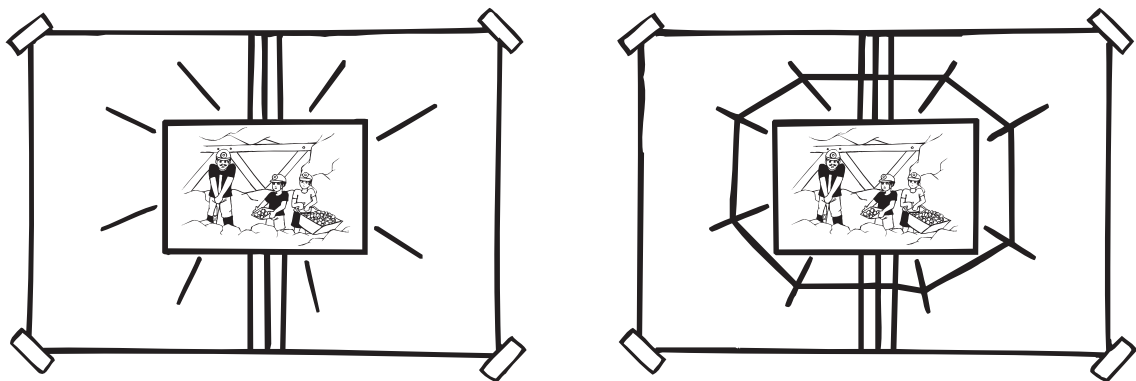
Discuss the results briefly (no presentation) in plenary using the following questions:

- Was it difficult to think of dangerous and or unhealthy situations? Why? Why not?
- Do these situations occur at their workplace?

Mention a few common dangerous and unhealthy situations and ask each group to check their situation to see if these need to be included on their flipchart or not. If so, they can add another sunbeam. For a list of common problems, see Briefing Note: Occupational Safety and Health at the end of this exercise and Briefing Note: The Worst Forms of Child Labour in Exercise 4.4.1 Who Is That Child?

Step 4 – 20 minutes

Explain that a sun is much too friendly and simple for situations like this and that it is necessary to think of ways to avoid or prevent the dangers. It is better to create a spider web and show what can and needs to be done (spiders are smart animals). Show participants how they can create a spider web from their sun. Ask them to leave enough space between the spider threads so they will be able to write something in the space in between.



Do they know if there are rules for the situation they mentioned at the end of the sunbeam? If yes, what kind of rules? They can write these in between the lines of the spider web with a **red** marker. When they do not know any rules or are not sure, they have to think of actions and measures that can be taken to avoid the situation at the end of the sunbeam. They can write these with a **green** marker in between the threads of the spider web. Walk around to assist.

During this session the most important thing for the participants is to realize that there can be dangerous situations at the workplace. They should become aware that they can ask for protection from their employer in situations that are bad for their health. Of course, this is easier for workers in economic sectors and occupations covered by law. However, occupational safety and health regulations are widely violated, and where they exist, they do not apply to

many workers. Therefore, all workers should be aware of occupational hazards and dangerous situations because they should do something about it themselves. This includes self-protection and negotiating for better safety and health at work with employers or middle persons who make them do work under unhealthy or dangerous situations.

Step 5 – 20 minutes

Discuss the results in plenary using the following questions:

- Which rules do you know concerning safety and health at work?
- What measures can you think of?

Give information about laws and regulations that exist and continue the discussion:

- Is the situation safe at your workplace?
- Do you think it is possible to improve safety and health standards at your workplace?
If yes, what needs to be done and how will you do it? If no, what are the obstacles or challenges and how can these be overcome?

Step 6 – 15 minutes

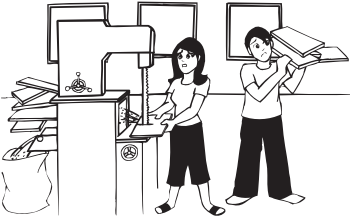
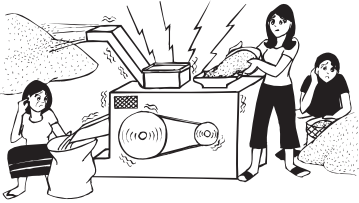
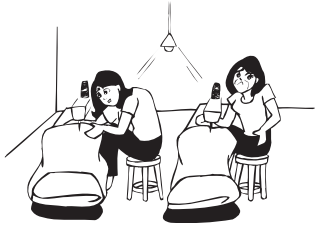
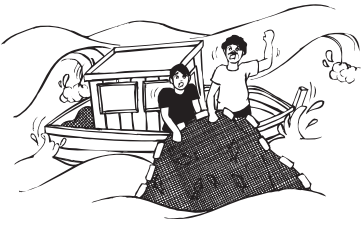
Make a round along all spider webs and summarize the situations in the web and the possible measures that can be taken to avoid dangerous situations. Round up by saying that:

- It is important for both workers and employers to have a healthy and safe working environment.
- A healthy worker will be less absent and more motivated. This results in higher and better productivity.
- Laws and regulations on occupational safety and health in economic sectors and occupations exist in many countries but these are not always applied.
- Workers in the informal economy are often not protected by law against health and safety hazards at work.
- Workers should organize themselves and take action against unsafe working conditions.
- Informal sector workers should try to come up with preventive measures themselves and call for protection from the government.



Training Aid 10.3.2 A: Dangerous and Unhealthy Situations

Guidelines: Select one situation card for each group of participants. The 12 situation cards are also provided separately in A-4 size in Book 7. Make a photocopy of the selected cards in A-4 or A-3 size for use in Step 1.

 Working with dangerous chemicals (factory)	 Spraying pesticides (agriculture)	 Dirty restrooms without enough toilets for women
 Working with dangerous machines	 Working in a very noisy area	 Working in a very hot working hall with bad ventilation
 Working at home sitting in a bad position	 Children and adults working in fishery	 Children and adults working in mines
 Children alongside adults working in a rubber plantation	 Children working in firework production	 Child in domestic service



Briefing Note: Occupational Safety and Health

Occupational safety and health encompasses the social, mental and physical well-being of workers in all occupations. Unhealthy and unsafe working conditions can be found anywhere, whether the workplace is indoors or outdoors. It should be clear to participants that a better working environment is good for both workers and employers. A healthy workplace and healthy workers increase productivity in an enterprise.

Occupational health and safety are important for women and men alike. Women who are pregnant or are breastfeeding need specific protection while they are nursing and weaning a baby. Men's reproductive functions also need to be protected. In addition, young workers (between 15 and 18 years), and women above 18 are not allowed to carry the same heavy loads as men above 18 years.

Hazardous occupations with many accidents and health risks are found in many industries in both the formal and informal economies, as well as in both urban and rural areas. These occupations require special preventive measures provided by laws, regulations and voluntary preventive programmes because the risks are usually inherent in the work or to the hazardous situations in the work. Typical examples of hazardous occupations or work processes include:

- Operation of machines with moving parts or dangerous points of operation
- Work with hazardous chemicals
- Jobs exposed to high noise and dust levels
- Heavy physical work
- Work for too long hours
- Work on scaffolds and elevated platforms
- Work in underground mines.⁵

The following section gives brief explanations of some common situations that are provided on the pictures:

- **Carrying heavy loads**

Workers should be protected against the dangers of carrying heavy loads. Pregnant women, or women who have just returned to work after delivering a baby or an abortion, should not be allowed to carry heavy loads. Possible consequences are serious back problems.

- **Working with chemicals (industry, agriculture)**

Workers working with chemicals like lead, nickel, white lead (painting), acids, benzene, or pesticides used in agriculture should be protected against the dangerous effects of these chemicals. Through breathing in, skin contact or swallowing, the risk of skin diseases such as cancer and lung diseases is very high. The chemicals can also destroy someone's fertility. Protective equipment like masks and gloves can help to protect workers but measures must be taken to make the risks as small as possible with good ventilation and storage facilities, clear labeling of all chemicals in a language understood by the users, and good handling of chemical waste.

- **Dust**

There are a number of occupations that pose health risks due to dust. Workers in mines, textile, cloth or wood production or workers at a place where a lot of burning takes place are very vulnerable to inhaling small particles in the air. The smaller the particles, the further they can reach into the lungs, damage internal organs and cause lung diseases.

⁵ Adapted from: *Preventive Measures in Hazardous Occupations in Asia: A Guide* by ILO/EASMAT & ROAP (ILO: Bangkok, 1994).

- **Working with dangerous machines**

Dangerous machines are, for instance, sawing and cutting machines, hydraulic presses, milling machines, grinding machines, etc. The machines should be well maintained, proper guards need to be in place and the electricity transmission line should be in good condition.

- **Working in high noise level**

If you are unable to hear somebody speak in a normal way standing one arm's length from another worker then the noise level is too high. Action needs to be taken to reduce the noise as much as possible. Preventive actions can be simple, for example, enclose the machine or very noisy parts of the machine, and regularly service the machine to keep it in a good shape and reduce the noise. Working with machines that make a lot of noise will damage your hearing. It is important to wear protection when working in noisy areas. Ask your employer to provide good quality hearing protection or bring down the noise. Low quality protection usually does not help.

- **Ergonomics**

This applies to all workers. Office workers should have proper furniture to make sure they do not get problems with their back or arms due to a wrong working position. Home workers often work in bad physical positions. They often sit on the ground or on small chairs that are too low. Back problems are common among these workers.

- **Working long hours**

Work that is not hazardous by nature can become hazardous if workers work too many hours and cannot get enough sleep. This is a common risk when payment takes place on a piece-rate basis (e.g., sub contracted home work), or when long hours or overtime are obligatory regularly.

Many occupations have some tasks or situations that are hazardous. For example, in agriculture, weeding an hour a day may not pose risks, but weeding just after pesticide application does. Some hazards are obvious – they can cause physical injury. But others that cause emotional or psychological harm are much less visible. Certain tasks that are safe for adults may be hazardous for children because children are physically and emotionally less developed. (For more details about hazardous work for children, see Briefing Note: Worst Forms of Child Labour in Exercise 4.4.1 Who Is That Child?)

Hazardous work for children include⁶:

- Prostitution
- Mining
- Agriculture
- Brick-making
- Carpet weaving
- Construction work
- Tannery
- Deep-sea fishing
- Glass factory
- Matches and firework factories
- Slate making
- Domestic Work.

⁶ Adapted from: International Programme on the Elimination of Child Labour: IPEC,
URL: <http://www.ilo.org/public/english/standards/ipecc/index.htm>.

The following lists are detailed examples for two of the cards that are included in the exercise.

Work hazards in fisheries include:

- Cutting injuries (from peeling shrimps and crabs or from the strings of the heavy fishing nets)
- Lower back aches (from sitting down to peel or repairing nets for long periods)
- Swollen hands (due to a combination of continuous exposure of their hands to salty sea water, to ice to keep the sea products cold, and to fluids from the sea products)
- Stomach aches (from irregular or unhealthy meals, especially on boats)
- Breathing problems and headaches due to bad smell of rotten fish and strenuous work
- Falling into the water when falling asleep on the boat, slipping away over squid and others, or due to high waves/storms. Most children at work on boats know how to swim, but a few do not and most boats do not have life vests. Small boats have very little space and have more risks for children to fall down.
- Fear for storm, big waves, sharks
- Accidents with the engine of the boat
- Violent piracy on the sea
- Sexual exploitation and HIV/Aids infection for working children and youth.

Work hazards in rubber plantations include:

- Headache, fevers, dizziness
- Falling from ladders
- Mosquito, snake, insect, and scorpion bites
- Carrying heavy materials
- Backaches
- Stomach aches (no drinking water and irregular and unhealthy meals)
- Itchy skin due to the latex spilled over the skin.

There are a number of measures that can easily be taken to solve dangerous and unhealthy situations at the workplace. A few examples are given below⁷.

- **Materials handling**
 - Better organized storage
 - Fewer and shorter transport and handling work
 - Fewer and more efficient heavy load lifting
- **Machine safety**
 - Purchase safe machines in which all points of operation are free from danger
 - Use good feeding and ejection devices free from danger
 - Use the guard around the dangerous parts
 - Keep good maintenance of machines
- **Workstation changes**
 - Easy-to-reach rule: keep materials, tools and controls within easy reach
 - Elbow rule: work at elbow height and with enough leg space
 - Jigs-and-fixture rule: use clamps, jigs, vices and other fixtures
 - Easy-to-distinguish rule: make displays and controls easy to see and understand
- **Physical environment**
 - Good lighting conditions
 - Good ventilation
 - Isolating hazardous sources
 - Preventing fires and electrical accidents

⁷ Adapted from: *Trainers' Manual for Occupational Safety and Health* by Kazutake Kogi & Tsuyoshi Kawakami, (Japan International Labour Foundation: Tokyo, 2002).

- **Welfare facilities**
 - Provide essential facilities: clean drinking water and toilets
 - Be ready for emergencies
 - Use low cost facilities: work clothes, canteens, lockers and changing rooms, appropriate child-care arrangements
- **Environmental protection**
 - Select good raw materials
 - Promote separate waste collection
 - Reduce water consumption
 - Treat hazardous waste properly

Exercise 10.3.3 Equal Treatment: Workers and Families with HIV/Aids



Objectives

- To become aware of the right to equal treatment at the workplace and in the community
- To identify problems workers with HIV/Aids face at the workplace and in the community
- To become aware of the rights of workers with HIV/Aids



Target Group

Children, youth and adults



Duration

60 minutes excluding Step 4

90 minutes including Step 4 (for workers only)



Seating Arrangements

Circle or U-shape seating with enough space for role play



Materials

A photocopy of stories in Training Aid 10.3.3 A



Training Aids

10.3.3 A: Stories about HIV/Aids for Role Play

Briefing Note: Equal Treatment at Work: Workers with HIV/Aids



Session Plan

Step 1 – 20 minutes

Introduce this exercise by mentioning its title and explain that the message will become clear in the following steps. Divide participants into two groups. Cut up the stories in Training Aid 10.3.3 A, give each group a story and ask them to prepare a role play about it.

Step 2 – 20 minutes

Ask both groups to show their play in plenary. Give no more than 10 minutes for each role play.

Step 3 – 20 minutes

Discuss the stories using the following questions:

- What do you think about the situation in the stories?
- Do you think the situations are fair? Why? Why not?
- Does the employer have the right to ask Chenda for a test? Why? Why not?
- What if Chenda has HIV/Aids, can her employer fire her? Why? Why not?
- Is the school right in telling Lee and Mali they can no longer come to school? Why? Why not?
- Have you seen or heard of situations like these in your community?
- Do you think it is fair when that happens? Why? Why not?
- What are the problems that workers with HIV and Aids and their families normally face?

- Do you think other children can get infected with HIV and Aids from playing with children like Lee, Mali and May? Why? Why not?
- Do you think workers with HIV and Aids have the right to work?
- What do you think can be done to help workers and families in these situations? By the workers and their family themselves? By the employers? By the community?



Tip for Trainers

During Step 3, discuss the importance of community education on HIV/Aids to reduce the social stigma against families with HIV/Aids and build a positive environment and support system, especially for children. An excellent exercise to do as a follow-up, if not done before, is Exercise 7.4.2 True or False. The main reason for the social isolation of patients and their families is often the result of a lack of knowledge of the people around them.

Step 4 – 30 minutes (for workers only)

Explain briefly the Code of Practice of the ILO (see Briefing Note: Equal Treatment at Work: Workers with HIV/Aids) and make the link to the story of Chenda and Sao. The employer does not have the right to ask for the test and he cannot fire her if she happens to be infected. Mention the 10 key principles one by one and discuss them briefly. The discussion has to make clear that a worker infected with HIV has the same rights as a worker who is not infected. Try to link the 10 key principles to the situation at their work or in their community.

Step 5 – 5 minutes

Summarize the discussions and emphasize the following points:

- People infected with HIV/Aids and their families have the right to be treated equally.
- HIV-positive people have the right to work like everyone else, as long as they are able to perform in the job.
- Children who are HIV-positive or children of HIV-infected parents have the same right to education and equal treatment as other children.



Training Aid 10.3.3 A: Stories about HIV/Aids for Role Play

Guidelines: Photocopy this page and cut the two stories. Give each group a story and ask them to prepare a role play. You can change the names to common names in the area.

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Story 1: Sao and Chenda

Sao and Chenda are a young couple without children. Sao worked for a construction company until two months ago. He was fired because he was often very ill. He went to see the doctor who examined him. The doctor sent him for a blood test. The results from the blood test are very clear: he is infected with HIV/Aids. Most probably he will die soon. His wife tries to take care for him as well as she can. This is difficult because she has to go to work to earn the money they need so badly. They need the money especially at this moment because the medicines for Sao are very expensive. At her work they found out that her husband has been infected with HIV/Aids. Her employer told Chenda that she has to get tested to prove that she is not infected. If she is he will fire her. Her colleagues do not know about Sao's illness and Chenda is not planning to tell them anything because she does not want to lose the few friends she has left.

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Story 2: Lee, Mali and May

Lee is a 9-year-old boy. He has 2 young sisters, Mali, 6 years old, and May 4 years old. Lee and Mali now live with their grandparents after their father died two years ago and then the mother died the following year. Lee and Mali go to the same school, but since their parents died, they have fewer and fewer friends because their friends were told by their parents not to play with them out of fear of catching Aids from Lee and Mali. The situation is bad for their grandparents as well. It is difficult for grandma and grandpa to find enough money to raise three young grandchildren. Grandpa works odd jobs and grandma does not have much time to go out and sell vegetable like before because May is getting sick more often. Grandma tried to send May to the village kindergarten but the kindergarten does not take May because they said she may spread the disease. Just last week Lee and Mali were told by the school that they can no longer come to school because the parents of other children do not like their children to be in the same place as Lee and Mali.

----- ✂ -----



Briefing Note: Equal Treatment at Work: Workers with HIV/Aids

HIV/Aids at work

HIV/Aids is a workplace issue because:

- There are 23 million infected workers aged 15 to 49 years in the world (as of 2005; check for update information).
- This has a great impact on the workforce and enterprises because most victims are main income earners of their families.
- There is little respect for HIV/Aids infected persons and they face discrimination at work.
- The workplace can help to limit the spread and mitigate the impact of the epidemic.

Workers who are infected with HIV/Aids have the right to be treated equally. The ILO has developed a Code of Practice on HIV/Aids at Work in 2001. All member States of the ILO endorsed this Code of Practice (for the full Code of Practice, see www.ilo.org/aids). The objective of the Code of Practice is to provide guidelines for governments, employers and workers to help them develop concrete responses to HIV/Aids at the enterprise, community and national levels.

There are 10 key principles mentioned in this Code:

1. **HIV/Aids is a workplace issue:** It affects the workforce and the workplace has a role to play in the struggle against Aids.
2. **Non-discrimination:** There should be no discrimination against workers who are infected.
3. **Gender Equality:** Women are more likely to be infected due to biological, socio-cultural and economic reasons. They are also the main caregivers in the families. Therefore, more equal gender relations and empowerment of women are vital to successfully prevent the spread of HIV infection.
4. **Healthy Work Environment** is necessary to prevent transmission of HIV.
5. **Social Dialogue:** There should be co-operation and trust between employers, workers and government to address this problem.
6. **No Screening:** HIV/Aids screening should not be required of job applicants or persons in employment.
7. **Confidentiality:** Personal data related to HIV-status should be bound to the rules of confidentiality.
8. **Continuation of employment relationship:** Persons with HIV-related illnesses should be enabled to work as long as they are medically fit in available, appropriate work.
9. **Prevention:** All possible measures should be taken at the workplace to prevent HIV infections – behaviour, knowledge, treatment and creation of a non-discriminatory environment.
10. **Care and Support:** All workers, including workers with HIV/Aids, are entitled to affordable health services.

Sources for Further Reading

ILO, *Preventive Measures in Hazardous Occupations in Asia: A Guide*, ILO/EASMAT & ROAP: Bangkok, 1994.

Kogi, Kazutaka & Kawakami, Tsuyoshi, *Trainers' Manual for Occupational Safety and Health*, second edition, Institute of Social Science, Japan International Labour Foundation (JILAF): Tokyo, 2002.

Terhorst, Rosalinda, Haspels, Nelien, Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEOW), *Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual-Cambodia)*, ILO: Bangkok, 2004.

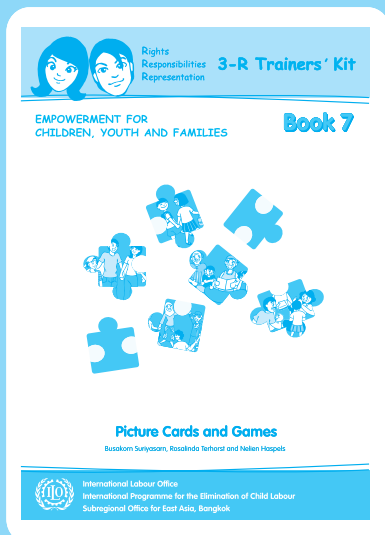
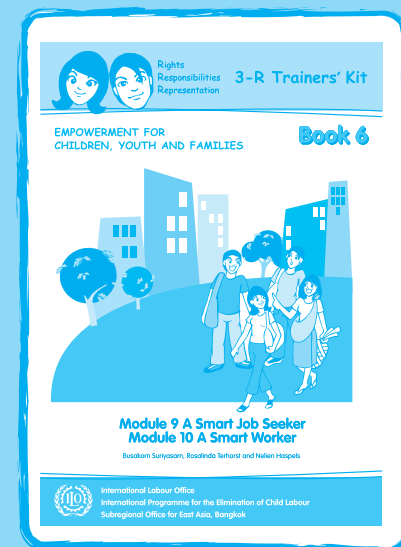
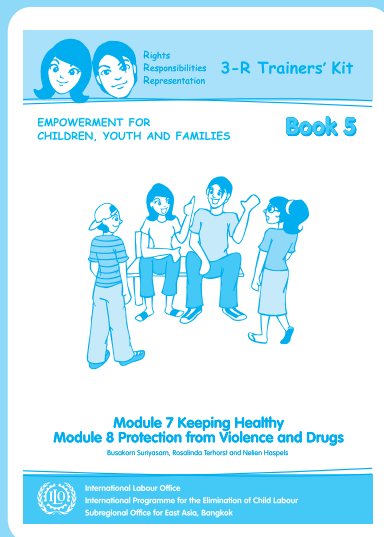
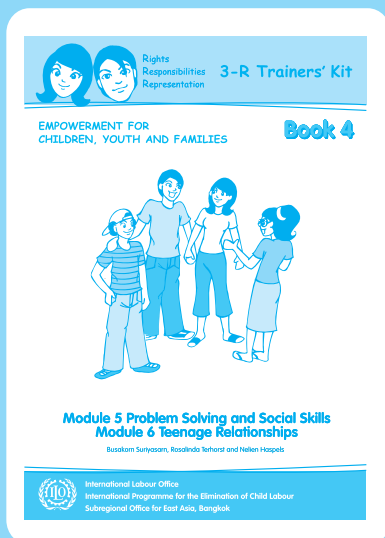
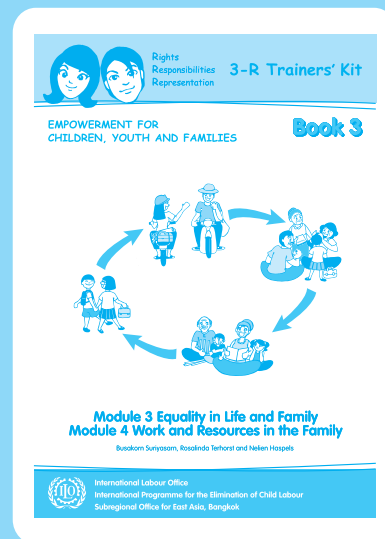
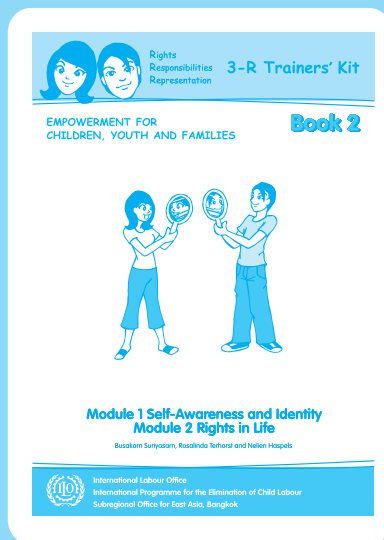
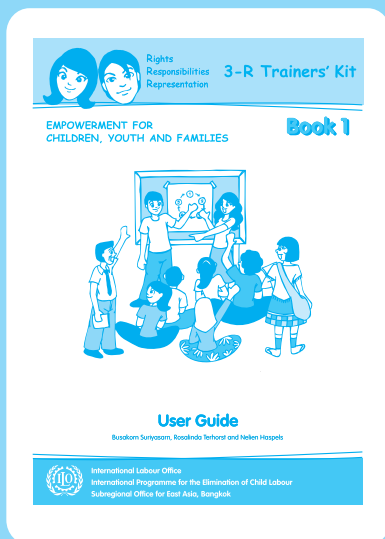
Useful Websites

ILO – Database on international labour standards with all conventions ratified by country
URL: <http://www.ilo.org/ilolex/index.htm>

ILO – ILO programme on HIV/Aids and the world of work
URL: <http://www.ilo.org/aids>

ILO – InFocus programme on safety and health at work and the environment
URL: <http://www.ilo.org/safework>

ILO – International Programme on the Elimination of Child Labour (IPEC)
URL: <http://www.ilo.org/ipecc>



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