

# Financial education course for ASEAN migrant workers

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Guide for trainers



This Trainer's Guide was prepared by Atikha Overseas Workers and Communities Initiative. Technical guidance and comments were provided by the ILO.

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# Financial education course for ASEAN migrant workers

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Financial Planner for ASEAN Migrant Workers, 2015

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# Contents

<b>Foreword .....</b>	<b>3</b>
<b>Acknowledgement .....</b>	<b>5</b>
<b>Introduction .....</b>	<b>6</b>
<b>Opening session .....</b>	<b>9</b>
<b>Module 1: Benefits and negative impacts of migration</b>	<b>10</b>
Activity 1.1: The two faces of migration	
<b>Module 2: Achieving your migration goal.....</b>	<b>15</b>
Activity 2.1: Dream map – Financial goals	
Activity 2.2: Dream map – Non-financial goals	
<b>Module 3: Managing your family income .....</b>	<b>20</b>
Activity 3.1: Keeping track of your money	
Activity 3.2: Your monthly budget	
Activity 3.3: Your family’s monthly budget	
Activity 3.4: Your revised monthly budget	
Activity 3.5: Remitting your money	
<b>Module 4: Saving and investing .....</b>	<b>30</b>
Activity 4.1: Recognizing needs and wants	
Activity 4.2: Where can you save and invest your money?	
Activity 4.3: Saving for investment	
<b>Module 5: Protecting yourself .....</b>	<b>36</b>
Activity 5.1: Starting an emergency fund	
<b>Module 6: Borrowing and getting out of debt .....</b>	<b>39</b>
Activity 6.1: Sources of loans	
Activity 6.2: Getting out of debt	
<b>Module 7: Addressing family issues .....</b>	<b>47</b>
Activity 7.1: Strategies to address family issues	
<b>Module 8: Returning home .....</b>	<b>55</b>
Activity 8.1: Are you ready to start a business?	
Activity 8.2: Coming home – My vision	

## Foreword

Every year millions of women and men leave their homes looking for jobs with higher wages and better life opportunities for themselves and their families. The chance to earn a higher income is one of the main reasons for labour migration, and many migrants remit money back home. These remittances are often a major source of income for the families left behind and are used to pay for basic necessities such as food, medicine, shelter, and education. Because of the tendency to use most of the remittances on immediate consumption, little goes to savings and investments that would allow the reintegration of migrant workers. Migrant workers, who might have originally expected to spend only a few years abroad, end up separated from their families for extended periods of time and are unable to plan for their return home. The general unproductive use of remittances traps them in a labour migration cycle.

Labour migration may come with high risks for workers, such as labour exploitation and indebtedness in the host country. Migration experiences may differ between women and men migrant workers. Migrant Workers and their families may also experience socio-economic costs, such as a deterioration of family relationships and an over-dependency on remittances. Women and men migrant workers may especially lack financial education given they may have had little access to educational opportunities earlier in life.

Women and men who migrate and their families back home need better financial skills to prepare for the migration experience, to minimize the risks associated with migration and to maximize the benefits of migration. They need to be able to analyze the costs and benefits of migration, and to set goals and develop a plan on how to realize their goals in life. They need to know about the various financial services that are available and how to choose among those services. They must also be aware of the various public and private sector actors who can provide them with access to these financial options, and where they can turn to for information and assistance.

Financial education introduces concepts about money and ways to manage it well. It addresses the need for migrant workers and their families to be able to analyze the costs and benefits of migration, set goals and make plans and budgets for realizing their goals.

The International Labour Organization's (ILO's) ASEAN Triangle Project recognizes that providing financial education for migrants from countries within the Association of South-East Asian Nations (ASEAN) and assisting these migrants in addressing family, cultural and gender issues are valuable interventions that could enable them to achieve their goals for migration. However, such interventions require a deeper understanding of the saving, spending, and investing behaviors of ASEAN migrants.

They also require an appreciation of the role of the immediate and extended family, community and other social networks that contribute to the success or failure of migrants.

This *Financial Education Course for ASEAN Migrant Workers: Guide for trainers* (henceforth the “guide for trainers”) is designed in conjunction with the Financial Planner for ASEAN Migrant workers (henceforth “financial planner”) to deliver the Financial Education Course for ASEAN Migrant Workers and Civil Society Organizations, initiated by ILO’s ASEAN Triangle Project in partnership with the Atikha Overseas Workers Initiative, Inc. (Atikha). Funding was provided by the Canadian Department of Foreign Affairs, Trade and Development. The guide for trainers is meant to be used by ASEAN government officials, migrant NGOs, and relevant associations in order to guide them how to discuss and set migration goals; how to manage family finances; how to save and invest; and how to address family dynamics that drain the resources of migrant households.

The *Financial Education Course for ASEAN Migrant Workers: Guide for trainers* is based on the ILO training manual *Budget smart: Financial education for migrant workers and their families*, and integrates Atikha’s own financial literacy workbook and training tools. In order to provide financial education to migrant workers and their families that would be specific to the ASEAN context, ILO’s ASEAN Triangle Project engaged Atikha to:

- Conduct a rapid assessment in Malaysia, Singapore, and Thailand of the financial literacy needs of target ASEAN migrant worker populations as a basis for contextualizing the ILO’s *Budget smart* financial education manual and guidebook into a practical *Guide for Trainers and Migrant Workers Financial Planner* for ASEAN civil society organizations (CSOs) and migrant workers;
- Translate ILO’s *Budget smart* financial education manual into a simpler “financial planner” catering to the target ASEAN migrant worker populations and the organizations servicing them;
- Hold a validation workshop in Singapore to present the training tools and methodology to the target participants of the first training seminar (CSOs and migrant leaders assisting migrant domestic workers from Indonesia, Myanmar, and the Philippines);
- Conduct training of trainers among migrant leaders from Indonesia, Myanmar, and the Philippines working in Singapore, in cooperation with migrant NGOs and the embassies of Indonesia and the Philippines; and
- Refine the content, methodology, and training tools.

The outputs of this initiative include the *Financial Education Course for ASEAN Workers: Guide for trainers* you have in your hands, and the *Financial planner* that will be used by the migrant workers. On behalf of the ILO and Atikha, we hope that the guide and planner prove useful in improving the financial literacy of migrant workers and their families in the ASEAN region.

## Acknowledgement

The International Labour Organization wishes to thank the following in the development of the *Financial Education Course for ASEAN Migrant Workers: Guide for trainers*:

- Atikha Overseas Workers and Communities Initiatives, Inc.: its Executive Director, Estrella Mai Dizon Anonuevo, for conducting the needs analysis and for crafting the planner and its accompanying trainer’s manual and supporting teaching materials.
- ILO’s ASEAN Triangle Project team: Manuel Imson, Senior Coordinator; Catherine Laws, National Coordinator; and Nelien Haspels, Senior Gender Specialist for managing the initiative and assisting in the refinement of the financial education tools.
- Migrant civil society organizations, associations and trade unions for participating in the training needs analysis and providing inputs to the tools:
  - Malaysia: Dignity International, Bar Council Malaysia, Good Shepherd Sisters, Archdiocese Office for Human Development, Malaysia Child Resource Center, Myanmar Migrants Rights Center, Malaysian Trade Union Congress
  - Singapore: Task Force on ASEAN Migrant Workers (TFAMW), Humanitarian Organization for Migrant Economics (HOME), Archdiocese Commission for Migrant and Itinerant People (ACMI), Foreign Domestic Workers Association for Social Support and Training (FAST), ASKI Global, Varadhatus Ratanarama Association, Singapore National Trade Union Congress
  - Thailand: National Catholic Commission on Migration (NCCM), MAP Foundation, Foundation for Education and Development, Raks Thai Foundation, Mekong Migration Network, Labor Rights Promotion Network, and Empower
- Labour Attaches of the embassies of Indonesia, Myanmar, and the Philippines in Malaysia, Singapore, and Thailand.
- Migrants from Cambodia, Indonesia, the Lao People’s Democratic Republic, Myanmar, and the Philippines working in Malaysia, Singapore, and Thailand who shared their experiences and challenges with financial management.

The production of the *Financial Education Course for ASEAN Migrant Workers: Guide for trainers* was made possible by the support of the Canadian Department of Foreign Affairs, Trade and Development through ILO’s ASEAN TRIANGLE Project.

## Introduction

The *Financial Education Course for ASEAN Migrant Workers: Guide for trainers* was developed to assist trainers, facilitators, and moderators in conducting the Financial Education Course. This trainers' guide details the content in and the methodology for conducting the financial education course. The course objectives, time limits, materials, and steps for conducting the various modules are specified. Key points that should be highlighted in the different topics are indicated, and specific instructions to the facilitators are also provided. The images used in the manual mean the following:



Objective of the module



Duration



Materials to be used



Various steps to follow for the facilitators in discussing the module



Specific instructions and tips for the facilitators on how to conduct the training course



Key information that should be highlighted by the facilitators and discussed with the participants



Gender and age issues that should be discussed by the facilitators with the participants.

This trainers' guide is to be used in conjunction with the *Financial planner for ASEAN migrant workers* (henceforth Financial planner), which is the text that migrant participants will be using in the course.

## Objectives

The general objectives of the Financial Education Course for ASEAN Migrants is for the migrants who participate in the course to be:

1. sensitive of the positive and negative effects of migration on themselves, their families, and their communities;
2. aware of financial planning, saving, investing, and borrowing to ensure that migration will contribute to the long-term development of themselves, their families, and their communities;
3. able to identify and address their issues and concerns, thereby enabling them to minimize the social costs of migration and achieve their financial and social goals for migration; and
4. able to promote equality between men and women migrants and their families across generations, understanding how to share responsibility in family decision making on money and migration matters.

## Description of the course

The Financial Education Course for ASEAN Migrant Workers is designed to be conducted with migrants from the ASEAN region working in Malaysia, Singapore, and Thailand. The course is targeted at low-skilled and semi-skilled migrant workers. It is designed to be conducted for 20 hours.

For ASEAN migrants who have one day off each week, typically a Sunday, it is advisable that the course be conducted over a five-week period, for 4 hours each Sunday.

In cases where migrant workers do not have any days off, it is proposed that the course be divided into 10 sessions, each of 2 hours duration. These sessions can be delivered at the migrants' place of work or at the migrants' home after their workday is over.

The course is organized as follows:

## **1. Content**

Module 1: Benefits and negative impacts of migration

Module 2: Achieving your migration goal

Module 3: Managing your family income

Module 4: Saving and investing

Module 5: Protecting yourself

Module 6: Borrowing and getting out of debt

Module 7: Addressing family issues

Module 8: Returning home

## **2. Methodology**

Each module has been designed to meet specific objectives. Each module consists of various activities. For each activity the aim, time allocation, materials needed, steps to conduct the activity, and instructions to guide the trainers are provided. When needed for specific activities, special instructions and important materials and visual aids are also illustrated. The aims of each session and topics covered should be introduced at the start of the module.

The course methodology will make use of activities, games, and group sharing to maximize learning. Lecturing by the trainer is limited to 10–20 minutes per topic and will be used during the introduction and/or synthesis of an activity.

The language and methodology used in this course is for participants with an intermediate level of education, that is, for individuals who have finished at least eight years of schooling. Any participants who have a lower level of educational attainment should be closely mentored throughout the course.

### Tips for each session

1. Welcome, introduction and objectives – always briefly explain the objectives for each session to participants
2. Actual training – follow the instructions in this Guide for trainers
3. Conclusions – always finish a session with the key messages: What participants must know and remember, and start every session with a brief summary of the previous session.

## Opening session and introduction of the course and participants



1. Introduce the lead organizations and partners
2. Discuss the objectives, activities, and house rules of the course
3. Introduce the participants and discuss their expectations



60 minutes



1. Opening ceremony – 10 minutes
2. Discussion of the context, objectives, and activities – 15 minutes
3. Introduction of participants and discussion of expectations – 35 minutes

Financial education is a tool to ensure that migration will contribute to the development of the course participants, their families, and their communities and countries. Knowing how to set goals, budget, save, invest, borrow, address family issues, and prepare for returning home will increase the productive use of their resources.

The training course discusses gender equality and the need for shared responsibility at the household level across generations targeting not only the migrants themselves but also their families in the origin country.

This Financial Education Course is being provided by various migration stakeholders from government, migrant associations, NGOs, and the private sector. The course should be seen in the context of migration, gender, and development. Though the course is an intervention at the household level, it links the migration and gender issues experienced by migrants and their families to issues within their communities and in society at large. The aim is to guide migrants and their families to better understand their experiences, values, and attitudes. Through this understanding they can employ strategies to address their concerns.

# 01

## Module 1: Benefits and negative impacts of migration

By the end of the module, course participants will be able to:



1. Understand the positive and negative impacts of migration on themselves, their families, and their communities.
2. Appreciate their role and contribution – both positively and negatively – to their own development, their family and their community/society.
3. Identify gender-specific differences in the migration experiences of women and men.



60 Minutes



**Materials:** Six sheets of coloured paper (two different colours representing 'negative' and 'positive'), marker pens, masking tape.

**Training aid:** Write “Migrants - positive” and Migrants – negative on one set of coloured paper; write “Families - positive” “Families – negative” on another set of paper; and write “Communities positive” and Communities-negative on a third set of paper.

### Steps



1. Presentation on duality of migration – 5 minutes
2. The two faces of migration (Activity 1.1) – 15 minutes
3. Group discussion – 30 minutes
4. Synthesis – 10 minutes

### Step 1: Duality of migration



1. This module will address the positive and negative aspects of migration. Put forward some of the positive aspects of migration. Examples include the potential for higher earnings and the sending of remittances. But note that there are also potential negative aspects to migration, such as family problems resulting from long-term separation.
2. The key is to get the participants to understand the idea of there being “two faces of migration” – positive and negative. And then ready the participants to discuss and share both the positive and negative sides of the migration experience for both women and men.

### Step 2:

- Activity 1.1 on Positive and negative effects of migration

### Activity 1.1: The two faces of migration



1. To help participants better understand the positive and negative aspects of migration in their lives, conduct activity 1.1.
2. Divide the participants into three groups. Each group will discuss the positive and negative effects of migration on migrants (Group 1); the families of migrants (Group 2); and the communities/home countries of migrants (Group 3). Ask them to discuss any gender differences in migration experiences.
3. Place the coloured papers for Migrants, Families, and Communities next to each other on the wall.
4. Participants from each group will discuss and write the positive and negative effects of migration on the sheets of paper posted on the wall. Group 1 will write under Migrants; Group 2 under Families; and Group 3 under Communities.
5. After the activity is over, ask the participants to fill in the Activity 1.1 answer sheet in the Financial Planner.
6. While the participants discuss the positives and negatives during the activity, the facilitator should help guide their discussions and contribute to their ideas and suggestions. At the end of the activity, synthesize the results and add any other issues and concerns that the participants did not think of themselves.
7. By the end of the module, the answers written on the papers posted to the wall should reflect the table below:

**Sample:**

<b>Migrants</b>	
<b>Positive</b>	<b>Negative</b>
Increase income	Overworked and underpaid
Able to see places	No savings
Learn new skills	Miss their children and spouse
Learn new language	Feels guilty for leaving family
Become independent	Incurring debt for sending money home
Develop leadership	Cannot go home
Become entrepreneur	Family break-up
Financial independence	Alienated from children and spouse
Gain more friends	Sexually abused
	Physically abused
	Loneliness and new relations

<b>Families</b>	
<b>Positive</b>	<b>Negative</b>
<i>Increase income from remittance</i>	Dependency on remittance
<i>New home/ Home repairs</i>	Family break-up/gap /alienation
<i>Education of children</i>	Loneliness and new relations
<i>Afford basic needs of family</i>	Drug addiction of children or parents
<i>Improve health care</i>	Inability of husbands to assume nurturing role
<i>Children learn to be independent and learn housework</i>	Early marriage
<i>Spouse more nurturing to children and learns to do housework</i>	School drop-outs
<i>Buy computers</i>	Daughters and wives are sexually abused by relatives
<i>Afford appliances</i>	Luxurious lifestyle
	Children/Family become conscious of imported goods
	Children exploited/abandoned

<b>Communities</b>	
<b>Positive</b>	<b>Negative</b>
<i>Increase buying capacity of the community</i>	Increase culture of dependency of the population
<i>Increase business</i>	Develop culture of migration where population believes that development can come only from migration
<i>Development from construction of new homes for migrants</i>	Drain on human resources of the community
<i>Increase capital for education of its population; more schools</i>	Dysfunctional families due to long-term separation
<i>Increase capital for health; more health facilities</i>	Increase social problems such as drug addiction, incest, family conflict
<i>Donation for social service in the community</i>	Increase incidence of HIV-AIDs
	Feminization of migration

### Step 3: Group discussion

1. Take participants through a group discussion by asking: "Do male migrants experience different positive and negative impacts than women migrants?" Identify specific migration experiences and impacts

#### Possible answers are:



- **Negative:**
    - Women migrants and women left behind in the home country can be more vulnerable to sexual and physical abuse, an example that can be noted are the dangers that can sometimes face women working abroad as domestic workers.
    - Women tend to feel guilt for leaving children behind since they are traditionally assigned to carry out the bulk of family care. Women are often more affected by the social costs of migration experience by the families they left behind.
    - Women migrant workers are sometimes not allowed and unable to make decisions regarding the use of their money, and it is their husbands or their parents who decide what to do with the money they earned.
    - Girls sometimes must take on the housework duties left by mothers who have gone overseas, which can be a strain on their education and development.
  - **Positive:**
    - Men are given the opportunity to realize the value of housework and take on more of a nurturing role in the family.
    - Women become more empowered and independent.
    - Children are reared in a more gender-sensitive way.
2. **Say:** Female migrants are frequently subjected to gender stereotypes and experience multiple forms of discrimination and exploitation because they are women (sex), because they are migrants (race), because they are poor and disadvantaged (class), and they are often young (age). Migration can bring about both positive and negative changes in gender roles and in the organization of the household for both women and men.

#### Step 4: Synthesis



1. Explain that the ultimate goal of the course is to learn how to minimize the negative impacts of migration while maximizing the positive impacts of migration. Key to realizing this goal is proper financial management.
2. By working abroad, the course participants aren't only having a positive impact on themselves but also on their families and communities, and this positive impact should be enhanced. Explain that the remaining modules in the course will provide them with strategies and advice for meeting the financial, personal, and social goals of both themselves and their families.



Migration can bring about both positive and negative changes in gender roles and in the organization of the household. Women's migration is not the cause or the solution to gender issues, but migration by women reveals existing inequalities between men and women.

# 02

## Module 2: Achieving your migration goal

By the end of the module, course participants will be able to:



1. Identify their current financial situation and the reasons why their finances are in their current state.
2. Identify their short-term and long-term goals for migration.
3. Value the need for shared responsibility between men and women in goal setting and decision-making within families.



60 minutes



Materials: Financial planner, pencil

### Steps



1. Presentation on achieving their migration goals, SMART goals, and introduction of the Dream Map -10 minutes
2. Drawing the Dream Maps for the course participants and their families - 15 minutes (Activities 2.1 and 2.2)
3. Sharing of Dream Maps and goals by selected participants -20 minutes
4. Reflection on gender-specific challenges in goal setting and decision making - 15 minutes

## Step 1: Presentation



1. Explain that one characteristic held by migrants who were able to achieve their migration goals is that they were able to discuss their goals with their entire family.
2. Tell the participants that discussing their migration goals with their entire family – including their children – makes it possible for each member of the family to contribute towards attaining the goal.
3. In setting one's migration goals, note that one should be SMART. Tell the participants what each of the letters in SMART stands for and explain each principle to the participants.

### Your Goal should be SMART

S-Specific  
M-Measurable  
A-Achievable  
R-Result-oriented  
T-Time-bound

## Step 2:

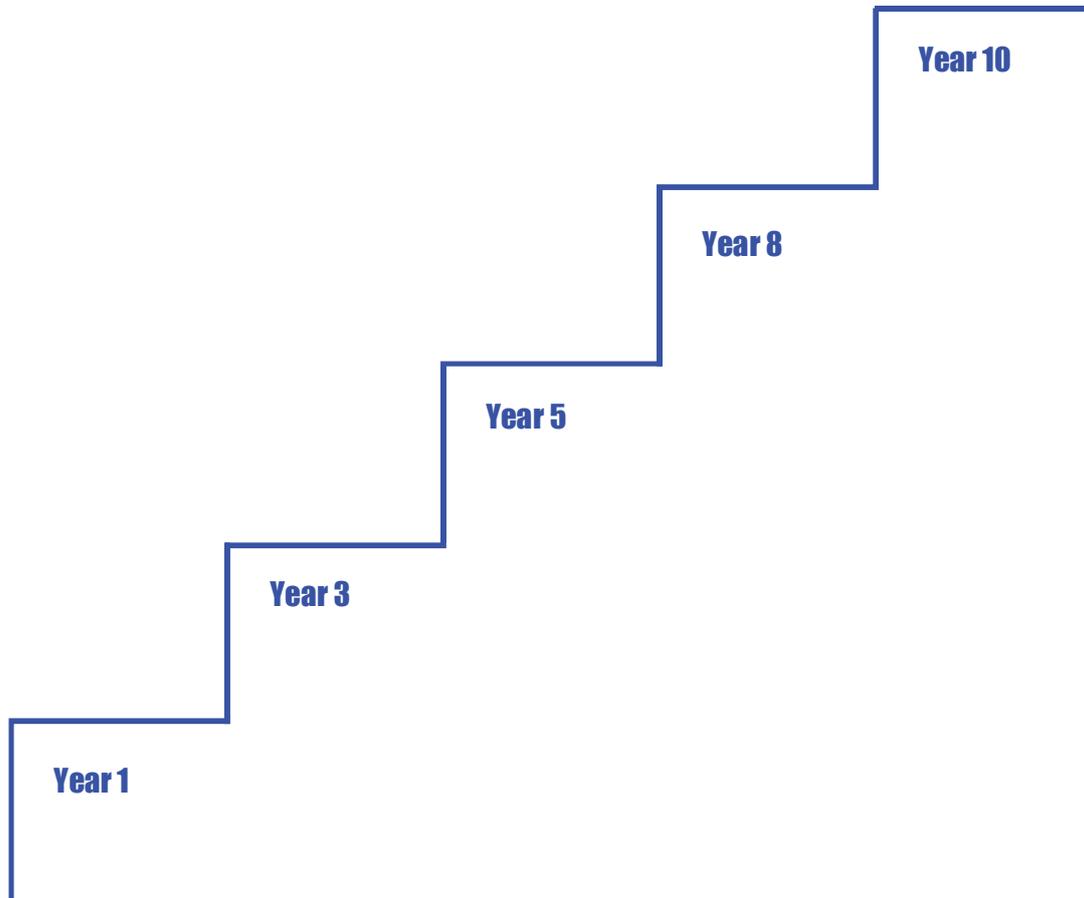
- Activity 2.1: Dream Map – Financial goals

## Activity 2.1: Dream Map – Financial goals



1. Ask participants to share their experiences and answer the following questions:
  - a. What were the dreams that prompted you to (want to) migrate for work?
  - b. Have you achieved your goals yet?
2. Using the Dream Map in Activity 2.1 in the Financial Planner, participants should identify (by drawing or writing) their current short-term and long-term goals for migration. This should include the amount of money they hope to have earned/saved to meet those goals and the year in which they wish to achieve each of the goals they identify.
3. Select a few participants to share their goals and identify what stage they are currently in with regards to achieving their goal.
4. The Facilitator will then guide the participants on a reflection on gender issues related to goal setting and decision making and synthesize their responses.

## Financial Goals



### **Tips # 1: Achieving your Dream for Migration**

Migrant and family should agree on the following

- ✓ Migrations goals for/of the migrant and the family members
- ✓ Amount of money needed to achieve these goals
- ✓ The non-financial components needed to achieve the migration goals
- ✓ Time required to achieve these goals

### Step 3:

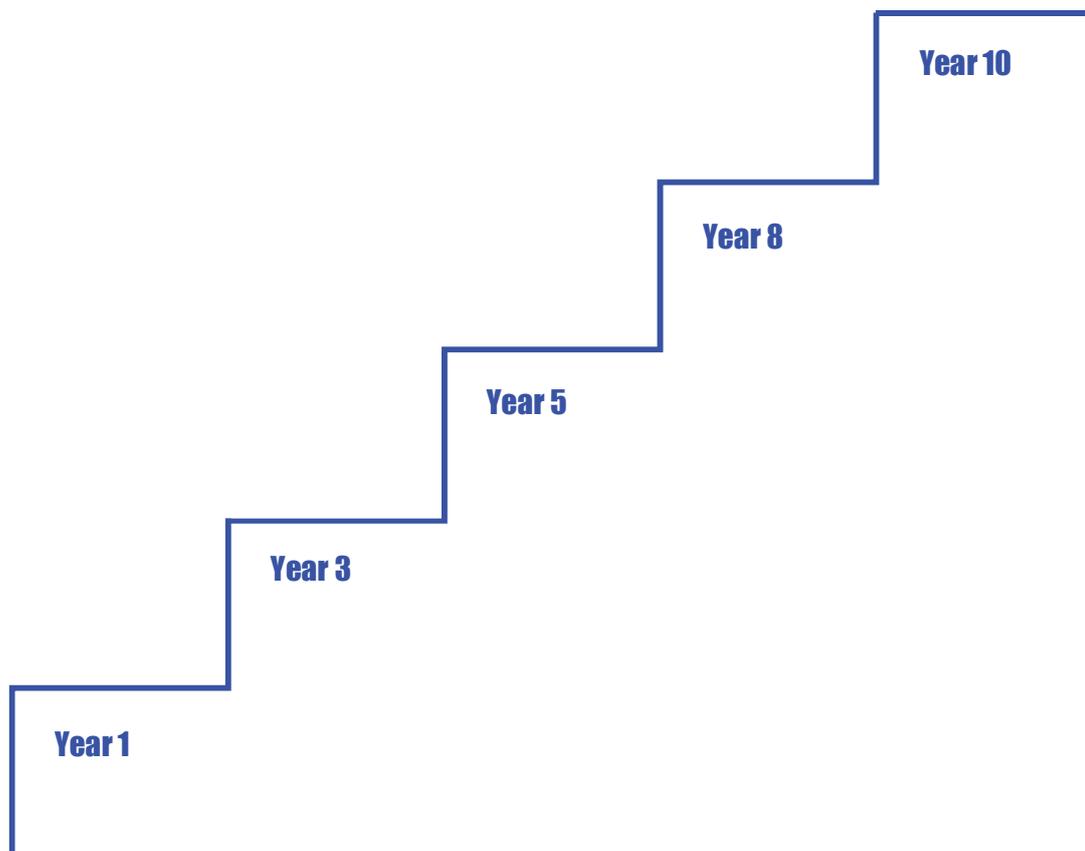
1. At the end of the Activity 2.1, give the participants an assignment for the next meeting: Request them to consult (with) their families about their non-financial family goals related to their migration.
2. Activity 2.2: Dream Map – Non-financial goals

## Activity 2.2: Dream Map – Non-financial goals



**Assignment:** Instruct the participants to contact their families and consult with them to discuss their migration goals (including the money they need to save and the time needed to achieve the goals).

### Non-financial Goals





Goal setting and decision making should be a shared responsibility between the migrants and their families left behind. Migrants – especially women and young migrants and their families, including the children – should be consulted and involved in goal setting and decision making.

#### Step 4: Reflections

1. Lead the participants in a reflection on the relationship between goal setting and gender and age differences in the family. Some questions to ask the participants might include:



- How did we feel about the goal- setting exercise?
  - Who is usually in charge of goal setting and decision making in the family?
  - For young migrants, are there cases where the parents are making the decisions? Why?
  - If women are the decision makers, are they empowered or burdened by the responsibility?
  - Are women migrants pressured towards self-sacrifice to address family needs? Why?
  - What can be done to have more sharing of responsibilities in goal setting and decision making?
2. Explain that it is common for migrants – especially women and young migrants – to not be involved in goal setting and decision making in their family. Some migrant women are the decision makers in their households, but it becomes a burden to fulfill all family obligations because the other members of the family abandon their roles and responsibilities. Inform the participants that goal setting and decision making should be a shared responsibility between themselves and their families back in their home country.
  3. The Facilitator should ensure that all women migrants or young migrants in the course understand and agree that they should be involved in setting goals and making decisions about their own migration. And it should be made clear to all course participants that every member of the family – including children – should be consulted and involved in goal setting and decision making so that everyone can help realize the family migration goals.

# 03

## Module 3: Managing your family income



By the end of the module, course participants will be able to:

1. Create proper budgets for themselves and their families;
2. Understand the proper way of keeping track of their money;
3. Understand the need for shared responsibility between migrants and their families, and between women and men, for managing money;
4. Understand the need to remit money through formal channels.



3 hours



Materials: Financial Planner, pencils, calculator

### Steps



1. Energizer - 5 minutes
2. Discussion on budgeting
3. Discussion and workshop on keeping track of expenses -20 minutes
4. Workshop on how to use a budgeting sheet ( Activity 3.1) -20 minutes
5. Creating a budget for the participants (Activity 3.2) - 35 minutes
6. Creating a budget for participants' families in their home country (Activity 3.3, home work)
7. Sharing on family budgeting - 1 hour
8. Revising migrant and family budget – (Activity 3.4, homework and should be done after Module 6 on borrowing and getting out of debt)
9. Remitting money (Activity 3.5) -30 minutes

## Step 1: Energizer



Start the module with a short energizer.

1. Read a series of statements. If the statement is true for the participants, request them to stand up. If it is false, request that they remain seated. Make sure the participants sit down after each question.
2. Check to see if participants understand the instructions by demonstrating three examples. Build up speed by encouraging the participants to stand up and sit down faster and faster:  
Stand up if you \_\_\_\_\_.
  - Like to eat ice cream.
  - Love to watch TV.
  - Miss your family.
3. Read the following statement in quick succession:
  - I have money saved now
  - I have saved money in the past
  - I wish I had money saved
  - I know how much money I have in my wallet
  - I like to go shopping
  - Women migrants are not consulted on how their remittance is spent
  - I plan my expenses for the month
  - I wish I had more money
  - Men migrants are not consulted on how their remittance is spent
  - I respond to all the requests of my family back home
  - I set aside money for insurance
  - I know the amount of money I need to save each month to reach my goal
  - men usually take decision on money in my family
  - Women usually do the budgeting in my family
4. Summarize: All of the statements from the Activity should make the participants think about managing their income. Inform participants that they will learn about a tool for budgeting. In this module explain how budgeting will assist them to spend money in a way that will help them achieve their migration goals.

## Step 2: Discussion on budgeting and how to use a budgeting sheet

1. Ask the participants to reflect on and answer these questions:
  - What is a budget?
  - Who among you has experience making a budget?
  - How do you usually budget your money?

- Who is usually in charge of budgeting in your family? Is it the men or the women in the family? Why?



1. Encourage volunteers to share their ideas about budgeting and who does the budgeting in their families.
2. Tell participants that you will discuss the correct process of budgeting:  
**Income - Savings = Expenses**
3. Introduce the Money Tree.

2. Tell the participants that **budgeting is the process of creating a plan to spend money**. Inform them that creating a spending plan will allow them to determine in advance whether they will have enough money to do the things they need to do or would like to do.
3. Discuss the sharing of budgeting responsibilities within families, noting that **budgeting should not be solely the responsibility of either women or men, but should rather be a shared responsibility of all the members in their family**.

BUDGET	
SALARY	SALARY
- EXPENSES	- SAVINGS
<del>Remittance</del>	= EXPENSES
<del>Food</del>	Remittance
<del>Transportation</del>	Food
<del>Health</del>	Housing
<del>Leisure</del>	Transportation
Health	Clothing
Leisure	Education
Education	Health



- Lead the class to understand that most people think of budgeting as

$$\text{Income} - \text{Expenses} = \text{Savings}$$

but that this way of thinking is incorrect. Explain that savings are essential and should never be thought of as what is left over. Note that therefore the ideal way of budgeting is:

$$\text{Income} - \text{Savings} = \text{Expenses}$$

- Emphasize how this way of thinking will ensure that savings goals will be achieved because savings become the number one priority ahead of spending.
- The class should be made to understand that this way of thinking can be difficult to put into practice, but there are strategies to ensure that one is able to save before spending. This is illustrated in the Money Tree:



- Use the analogy of the Money Tree to explain the difference between savings and expenses. Note that when income is received, many people use it primarily for expenses such as clothing, food, transportation, shelter and leisure. Demonstrate that these expenses may be necessary now but may not bear fruits in the future. And so they are like the roots of a tree – important but buried in the ground.
- Encourage the participants to save and put some portion of their income into one saving account for themselves, one saving account for their family, social security funds, insurance, retirement funds, investments, and emergency funds. Explain that these are investments that will grow like the leaves and fruits of the trees.

### Step 3: Activity 3.1 Keeping track of your money



1. Explain that some migrants have difficulty in making a budget because they are not really aware of how they spend their money. Over the course of a week or a month there can be many instances where you spend money. It may only be a little bit at a time, but it can quickly become hard to keep track of your total spending if you do not write it down.
2. Tell the participants that to deal with this problem, and to ensure that they use their money wisely, they will need to keep track of their income and expenses.

### Activity 3.1: Keeping track of your money



1. Request the participants to open the Financial Planner to Activity 3.1 – ‘Keeping track of your money’.
2. Discuss the process of keeping track of income and expenses using the provided form.
3. Ask the participants to recall their income and expenses for the month and to indicate their answers in the Financial Planner. If they are having difficulty recalling their expenses for the month, request that they fill out the form using their expenses over the last week in order to demonstrate how the form is to be used.
4. Give an assignment to the participants in which they will start tracking their expenses by recording them in the expense form after every expenditure. If the participants can recall their expenses from the start of the month, they should indicate the date, amount spent, the nature of the expense, and whether the expense was necessary or not. Their insights from this Activity will be discussed at the end of the Financial Education Course as part of the evaluation.



#### Step 4:

- Activities 3.2 and 3.3 – Your monthly budget and your family's monthly budget

### Activities 3.2 and 3.3: Your monthly budget and your family's monthly budget



1. Discuss how to use a Budgeting Sheet. Share an example of a budget appropriate for a migrant.
2. Ask the participants to make their own budget by filling out Activity 3.1 in the Financial Planner. Some of the participants will not be able to fill in all the items required to make a budget. Tell the participants that if they cannot fill in any items right now they should complete their budget sheet at home and have it ready for the next session of the course. Participants will need to use a calculator to complete this activity. Have the calculators ready for their use.
3. Activity 3.2 'Your family's monthly budget' will be given as a take home assignment, since the majority of participants will not know how their remittance is spent.



**Assignment:** Instruct the participants to contact their families and consult with them to discuss their migration goals (including the money they need to save and the time needed to achieve the goals).

The following Activities must be accomplished with their families before proceeding:

- Activity 2.2
- Activity 3.3

Participants who could not complete Activity 2.1 and Activity 3.2 should also do so as part of this assignment.



Budgeting, keeping track of money, investing, borrowing, and paying off debt should not be the sole responsibility of the migrants. This should be a shared responsibility of the whole family, including the children and other family members who are dependent on the income of the migrants. Involving the whole family ensures that everybody is aware of their tasks in minimizing expenses and contributing to savings of the family. Many migrants end up sacrificing their own well-being to send much needed remittance to their families. The sharing of financial responsibility among every member of the family will ease the burden often placed on migrants in sufficiently providing for their families left behind at countries of origin.

### **Step 5: Activity 3.4 – Your revised budget**

1. Explain that Activity 3.4 is a budgeting activity it will be accomplished only after Module 6: Borrowing and getting out of debt. The budget should include an emergency fund, short-term and long-term savings and investment goals, and debt repayment schedules if the migrant has debt.
2. Part of the activity must be done in consultation with their family.
3. The participants will share their insights in class before the start of Module 7: Addressing family concerns.

### **Activity 3.4 Your revised budget**



After Module 6: Borrowing and getting out of debt, request the participants to do the following:

1. Revise their budget by considering how much they need to save to reach their financial goals, how much they need to set aside for emergency funds and how much they need to pay to clear their debts.
2. To increase income and decrease their expenses they should fill out Activity 3.4 and List of possible sources of extra income for them and also the items and expenses that the migrant is willing to give up to be able to increase the amount of savings of the migrants and the family.
3. Work on their revised monthly budget.



**Assignment:** Instruct the participants to make their revised monthly budget of the family in consultation with them. They must work on Activity 3.4 with the family.

### Step 6: Activity 3.5 – Remitting your money



1. Start by explaining that the course participants are performing an important service for their families by sending money home.
2. Remind the participants that they work hard for their money, and therefore they should make sure they remit it wisely. It would be foolish to have their efforts go to waste by sending money through unreliable channels.
3. Discuss with the participants the dangers of sending money through informal channels, such as through relatives and friends, or through unregistered money transfer agencies.

### Activity 3.5: Remitting your money



1. Request the participants to share how they remit their money and their experiences with using these remittance channels.
2. Discuss the benefits of remitting money through formal money transfer organizations if they are available to migrant workers and their families back home.
3. Ask participants whether there are formal channels for their families back home. If these are not available ask them how they remit money.
4. Participants from countries where there no formal banking channels in rural areas, for example in Myanmar, will have a different experience with regard to remitting through formal channels. Request them to share their experiences.
5. Let the participants answer the questions in Activity 3.5 in the Financial Planner based on what they learned from the discussion.

<p>What are the advantages of remitting through formal channels like banks, microfinance, and money transfer companies?</p>	<p>What are the disadvantages of remitting through formal channels?</p>
<ul style="list-style-type: none"> <li>• <b>It is safer. No worries about losing your money.</b></li> <li>• <b>It's faster. Average time is 20 minutes for your family to receive the money.</b></li> <li>• <b>It is easier to track money. You will have bank statements (receipts) for all your transactions.</b></li> <li>• <b>Your money can grow. You can send money directly to your family through your bank and it will earn interest.</b></li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p>What are the advantages of remitting through an informal channel?</p>	<p>What are the disadvantages of remitting through an informal channel?</p>
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

# 04

## Module 4: Saving and investing

By the end of the module, course participants will be able to:



1. Distinguish between needs and wants;
2. Identify the importance of personal savings;
3. Understand the core concepts on saving and investing;
4. Learn about financial instruments used for saving and investing; and
5. Translate their financial and family goals into a concrete savings and investment program to enable them to achieve their migration goals.



2 hours



**Materials:** Financial Planner, pencils, calculator, flip chart paper, markers, newspapers, magazines, glue stick, masking tape, rope

**Training aid:** Print out a stack of picture cards representing common expenses of migrant workers and their families (see sample pictures from the accompanying Financial Planner Activity 4.1), from which participants can choose their Needs and Wants.

*Example: Photos that represent housing, education, medicine, gadgets, car, clothes, etc.*

### Steps:



1. Recognizing needs and wants (Activity 4.1) – 30 minutes
2. Lecture on saving - 10 minutes
3. Where can you invest and save your money? (Activity 4.2) - 20 minutes
4. Lecture on investing – 20 minutes
5. Saving for investment (Activity 4.3) - 40 minutes

## Step 1: Activity 4.1- Recognizing needs and wants



- Convey to the participants that one of the keys to successful saving is to recognize the difference between needs and wants.



1. Before the session, prepare a stack of picture cards. You may want to glue each picture on thicker paper or card stock so you can re-use the picture cards in the future. In Activity 4.1 of the Financial Planner there are sample pictures that can serve as a reference for you. You can also get more pictures and feel free to use magazines or the internet to make a stack of picture cards of wants and needs that will be relevant to the trainees.
2. Divide the participants into two or three groups depending on the number of facilitators available to coordinate the activity.
3. For each group, place a set picture cards on the floor.
4. For each group, lay a rope across a segment of the floor.
5. Ask the participants to place pictures of needs above the rope and pictures of wants below the rope.
6. If there is a debate about whether a picture card is a want or a need, tell the participants to put it directly on the rope. Explain that needs and wants may be different for women and men in families, and between the migrants and the families.
7. After all of the picture cards have been placed, present a new card indicating personal savings and ask the participants where they would put this personal savings card —that is, are savings a need or a want.
8. At the end of the activity, ask the participants to define the difference between needs and wants.

## Step 2: Lecture on needs and wants



1. Inform the trainees that a **NEED** is something that you require in order to live, and a **WANT** is something that you would like to have but is not necessary for survival. Participants should be reminded of the dangers of spending money on unnecessary things, and the important role that savings play in enabling them to reach their goals and protect themselves during emergencies.
2. It is important that the facilitator does not give the impression that it is always wrong to spend money on wants. Emphasize only that spending on wants needs to be done responsibly and within the scope of the budget available.
3. Migrant workers often send most of their salary back to their families. They do this because they want to provide for their families. They want their families to pay back debt and meet their basic needs. Explain that the migrant women and men should not feel guilty about setting aside money for their personal savings to fund their future needs or their migration goals.
4. Inform the participants that personal savings are a need, not a want.

## Step 3: Lecture on saving

1. Emphasize that saving is not the opposite of spending. Saving means “to preserve for future use”. It does not mean “money that you haven’t spent”. Explain that saving is something you actively do, and that saving is not just the passive result of having money left over from their spending.
2. Give the following tips for successful saving:
  - ✓ Participants should be aware of their own and their family goal and how much they need to save each month to reach those goals.
  - ✓ It is important for the participants to involve their family members in financial planning. The participants and their families should know how to save, invest, and insure themselves.
  - ✓ Participants must write down their migration goals and stick to the financial plan that makes it possible for them to reach their goals.
  - ✓ Instruct the participants to save before they spend. Do not save what is left after spending. Instead, spend what is left after saving.
  - ✓ Discuss the importance of recognizing the difference between needs versus wants.

- ✓ Encourage participants to start saving early. Starting one's saving while still young will enable them to have enough time to build up their investment.
- ✓ Encourage the participants to save at least 10 per cent of their income.

**Step 4:**

- Activity 4.2: Where can you invest and save your money?

### Activity 4.2: Where can you invest and save your money?



1. Have the participants open the Financial Planner and turn to Activity 4.2: "Where can you save and invest your money?"
2. Discuss the interest rate of their savings and investments as well as the positive and negative aspects of various savings and investment vehicles. Encourage the participants to share their strategies for saving.
3. After the discussion, have the participants fill in the worksheet for Activity 4.2 by entering their own personal savings and investments and listing the interest rates these savings/investments carry as well as the positive and negative aspects of their particular investments.

**Step 4: Lecture on investing**



1. The facilitator should explain the concept of investing to the participants, noting that it refers to putting money into business, real estate, gold, the bank, or other financial instruments for the purpose of earning an income or profit.
2. The facilitator should make it clear to the trainees that saving money is not enough; they will have to make their money grow by investing it properly. Inform them that there are many cases of people who are good at saving but who still lose all their savings because of bad investments.
3. Tell the participants that an easy way to compute the yields of their investments is to use the Rule of 72. If you divide 72 by the interest an investment is earning, it will give the number of years it will take for the investment to double in value.

# THE RULE OF 72

Dividing the number 72 by the interest rate of your savings or investments will give the estimated number of years it will take for your money to double

$72 \div 2 = 36$		$72 \div 4 = 18$		$72 \div 6 = 12$	
Money doubles every 36 years		Money doubles every 18 years		Money doubles every 12 years	
Age	2%	Age	4%	Age	6%
29	\$ 1000	29	\$ 1000	29	\$ 1000
65	\$ 2000	47	\$ 2000	41	\$ 2000
		65	\$ 4000	53	\$ 4000
				65	\$ 8000

The diagram illustrates the Rule of 72 with three columns representing different interest rates: 2%, 4%, and 6%. Each column shows the age at which an initial investment of \$1,000 doubles. For 2%, it takes 36 years to reach \$2,000. For 4%, it takes 18 years to reach \$2,000. For 6%, it takes 12 years to reach \$2,000. A callout labeled '2X' points to the \$2,000 value in the 4% column, and a callout labeled '4X' points to the \$8,000 value in the 6% column, indicating that the money has quadrupled from the initial \$1,000 investment.

4. Explain that when assessing investment opportunities, people have to find a balance between yield, risk, and liquidity:
  - **Yield** is the return on your investment.
  - **Risk** refers to the possibility that your investment will be lost.
  - **Liquidity** refers to how easy the investment can be converted into cash.
  - **Impact** refers to the impact of the business on the people, the community and the environment.
  
5. Share these important tips in investing:
  - ✓ **Pay yourself first.** Invest in yourself, your education, your retirement, your self-improvement. This is important for men and women of all ages.
  - ✓ “Investing in yourself”, especially for migrant women, also means avoiding the attitude of “self-sacrifice” to address family needs. Migrant women should take care of their health and ensure that they have money left for themselves: for their self-improvement, their retirement, and their reintegration back into their home country after working in another country.
  - ✓ **Know your investment goals.** How much do you need to save for your investment and when do you need it? This will help guide you in choosing the right investment instruments.
  - ✓ **Diversify your investment.** Do not put your eggs in one basket or in one investment instrument.

- ✓ Avoid the “get rich quick mentality”. Don’t be vulnerable to scams. If an investment sounds too good to be true, it possibly is.
- ✓ Investment with higher yields also come with higher risks. Invest in high-risk instruments only with money you can afford to lose.
- ✓ Put long-term savings in a reliable investment instrument so it will benefit from higher yields compared to the interest you would earn in a regular savings account.

**Step 5:**

- Activity 4.3: Saving for investment

### Activity 4.3: Saving for investment



1. Ask the participants to open the Financial Planner to Activity 4.3: ‘Saving for investment’.
2. Discuss the process of computing how much to save each month by using the financial goal of one of the course participants as an example.
3. After working through this example with the participants, ask them to fill in the worksheet with their own monthly savings goal.
4. Facilitators should guide the participants and make sure that all the participants are able to fill out the activity worksheet.

# 05

## Module 5: Protecting Yourself



By the end of the module, course participants will be able to:

1. Understand the need to protect themselves and their families from life's eventualities, such as accidents, illnesses, disability, or death.
2. Understand the value of having an emergency fund and insurance policies to protect themselves and their income.



30 minutes



Materials: Financial Planner, pencils, calculator

Steps:



1. Lecture on the need to protect oneself - 10 minutes
2. Starting an emergency fund (Activity 5.1) – 10 minutes
3. Discussion on Insurance protection – 10 minutes

### Step 1: Lecture on emergency funds



1. Discuss that there is a need for the participants to protect themselves against the eventualities of life like illness, accident, disability, or even death.
2. Explain to the participants that there is a need to set up an emergency fund so that there will be funds that can be used in times of crisis. Explain the benefits of having such a fund.

### Step 2: Activity 5.1- Starting an emergency fund

1. Ask the participants to share their experiences or the experiences of people they know who prepared for emergencies and of people who did not.
2. Have participants open the Financial Planner to Activity 5.1: 'Start an emergency fund'.
3. Demonstrate one example of computing for an emergency fund.
4. Have the participants fill out the Activity 5.1 worksheet by calculating their own emergency fund.

### Step 3: Discussion on insurance protection

4. Explain what **insurance** is, namely: An agreement under which a person makes regular payments to a fund and the fund guarantees to compensate that person for specific future losses. Insurance is used for protection against illness, accident and disability, death, retirement, or loss of property. Insurance funds can be managed by public, private or contributory schemes.
5. Insurance protection is a smart investment. Explain that **an insurance plan is a way of managing risks**.
6. Note that the participants are working hard to create a solid financial footing for themselves and their families. They need to make sure they can protect what they have gained through their hard work. Remind the participants that accidents and disasters can and do happen. If they don't have insurance, these disasters can lead to financial ruin.

7. How does insurance work? Explain that the insured person will take out a policy with an insurance provider. Under this policy the insured person will pay a certain amount called a “premium” to the insurance provider. If this policy is for protecting a specific property, then the fund will guarantee compensation in the event that the insured property is damaged, stolen, or lost. Policies can also be taken out that would give compensation in the event of illness, injury, or death of the insured person. The amount the person is insured for will depend on the premium paid by the insured – large amounts of compensation or higher risks call for higher premiums.
5. Insurance schemes vary. It is important to highlight to the participants that they read the insurance terms carefully.
6. Explain to the participants that before they choose the best insurance policy for themselves and their families, they should:
  - require that an appropriate representative of the insurance provider explain the terms and conditions of the insurance;
  - ask all the questions;
  - ensure that they fully understand the terms and conditions of the insurance policy before they;
  - shop and compare various insurance schemes.

# 06

## Module 6: Borrowing and getting out of debt



By the end of the module, course participants will be able to:

- Understand when and where to borrow if they need funds, and be aware of strategies for getting out of debt.



2 ½ hours



Materials: Financial Planner, pencils, calculator

Steps:



1. Energizer and presentation on borrowing and learning when to borrow and when not to borrow money - 20 minutes
2. Sources of loans and understanding interest rates (Activity 6.1) - 40 minutes
3. Getting out of debt (Activity 6.2)- 60 minutes
4. Lecture on debts incurred during recruitment – 30 minutes

## Step 1: Energizer – To borrow or not to borrow



1. Divide the participants into three groups.
2. Give each group two boards with “BORROW” written on one and “DO NOT BORROW” written on the other.
3. The facilitator will then read out several example situations for which the participants will have to determine whether it is appropriate to borrow money. Instruct the participants that they need to clap their hands three times and then stomp their feet three times before raising the board with the correct answer. The first group able to coordinate the clapping, stomping, and showing the correct response gets one point. The group with the highest number of points wins the game.
4. You can develop other examples beyond the ones listed below.
  - to celebrate a birthday, fiesta, or other social events - DO NOT BORROW
  - to set up a business - BORROW
  - to lend money to others – DO NOT BORROW
  - to have a vacation – DO NOT BORROW
  - to buy equipment that you will need for your business - BORROW
  - to buy the newest mobile phone to show off – DO NOT BORROW
  - for hospitalization of a child – BORROW
  - to buy a motorcycle for personal use– DO NOT BORROW
  - to buy jewelry – DO NOT BORROW
  - to buy bicycles for children can go to school – BORROW
  - to buy a mobile phone for emergency and safety when working in another country – BORROW
5. After the energizer on borrowing, summarize the responses. Discuss with the participants if there are some disagreements about whether or not it is appropriate to borrow money for a particular situation.

## Step 2 – Lecture on borrowing



1. Inform the participants that it is generally advisable to borrow money for:
  - ✓ Investment in business, but only if the business is going to earn more than the effective interest of the loan.
  - ✓ Covering expenses that will increase your or your family’s productivity and earning capacity.
  - ✓ Buying basic needs and emergency expenses if you cannot otherwise afford them.

2. Now move the discussion toward when is it not advisable to borrow money.
3. Encourage the participants to share their negative experiences with borrowing money and to express their views on when not to borrow. Summarize their responses.
4. Once the participants have shared their experiences, inform them that it is not advisable to borrow money:
  - X to celebrate a birthday or other social events
  - X to lend the borrowed money to others
  - X to spend the money on a vacation
  - X to buy wants and not needs
  - X if you do not earn enough to pay off the amount borrowed

**Step 2:**

- Activity 6.1 - Sources of loans

### Activity 6.1: Sources of loans



1. Tell the participants open the Financial Planner to Activity 6.1: Sources of loans.
2. Ask the participants to suggest potential sources of loans, the interest rates for those loans, and the positive and negative aspects of those loans. Have the class fill in the table using the responses of their fellow participants.
3. Ask the participants what they learned and observed from the exercise and synthesize their responses
4. Let the participants share their experiences in borrowing and have them detail the sources of their loans.
5. Discuss how to compute the interest rate of loans:

*Example: What is the interest rate of a \$500 loan if the borrower is required to pay back \$600 after one year?*

*Answer:  $\$600 - \$500 = \$100$   
 $\$100/\$500 = 20$  per cent*

Sources of Loan	Interest Rate	Advantage	Disadvantage
Bank			
Micro-finance			
Credit Cooperatives			
Credit card companies			
Relatives			
Employer			

### Step 3: Lecture on getting out of debt



1. Ask a series of questions to the participants and synthesize their answers:
  - Is it a common problem for migrants or their families to have large debts?
  - Are there any differences between men and women in becoming indebted?
  - Do you know of people who have problems getting out of their debt? What are their experiences?
  - Can you share your experience related to the loans you incurred by migrating and how you are able to pay them off?
  - Who is usually involved in borrowing and paying off debts, is it migrants themselves or their families?
2. Give the participants a few examples of when they might be in a serious debt problem, such as:
  - Next month's bills arrive before last month's bills have been paid
  - You pay only the minimum payment due or just the interest of the loan.
  - Your bills often include late payment charges
  - You avoid opening bills when they arrive by mail
3. Let the participants know that before they even start to save, they have to get out of debt. Ask them the following questions to get the class to think about solutions to debt problems:
  - How do we get out of debt?
  - Can anybody share their experience of what they did to be able to pay off their debt?

#### Step 4:

- Activity 6.2: Getting out of debt

### Activity 6.2: Getting out of debt



1. Tell the participants open the Financial Planner to Activity 6.1: Sources of loans.
2. Use the case study of Landa to discuss strategies to get out of debt
3. Share the following case study to inform the course participants about strategies to get out of debt:

*Our Case Study is about Landa, an unmarried Filipina woman from La Union, working as a domestic worker in Singapore. Landa has an outstanding loan of \$2,000 that she took out from a rural bank in La Union before she came to Singapore. She needs to pay back the bank over three years with an interest rate of 24 per cent. She borrowed money to finance her recruitment fees and other expenses to be able to work abroad. Landa is earning \$450 per month in Singapore.*

*After six months in Singapore, Landa's sister, who is taking care of their parents, asked to borrow money from Landa to set up a business. The sister needed \$1,200 to set up a fish farm. Landa learned about a cooperative lending money at 12 per cent per annum but they required collateral. She decided to borrow the money from the cooperative and lend it to her sister. Landa gave the title of their land as collateral and promised to pay the cooperative within 2 years' time. Unfortunately, the fish farm business failed because of mismanagement by her sister's husband, who acted as the manager of the fish farm.*

*Four months after Landa got the loan to lend money to her sister, Landa's father was hospitalized with kidney problems. Since her family is depending on her, Landa had to borrow more money from a private person (that is, an informal money lender) because the family did not have any more property to use as collateral. Landa borrowed \$1,500, which she has to pay back in 1 year with an interest rate of 40 per cent per annum. After working for 1 year in Singapore, instead of improving her situation, Landa has found herself in a debt trap and is having a hard time coping with paying her loans.*

4. Review the loan figures from the Case Study with the class by taking them through the table under Activity 6.2. Fill out the table using the figures from the case study.
5. Ask the class to imagine that they are in Landa's position. What should they do to get out of debt?

	Lending agency	Principal Amount	Terms	INTEREST RATE		MINIMUM PAYMENT DUE (Per Month)
				Per Month	Per Year	
1	Bank A	2,000.00	3 years	2%	24%	95.55
2	Cooperative	1,200.00	2 years	1%	12%	62.00
3	Informal lender	1,500.00	1 year	3.30%	40%	175.00
	<b>TOTAL</b>	<b>4,700.00</b>				<b>332.55</b>
	<b>(Landa's) Monthly salary</b>			450.00		
	<b>Total monthly loan payment</b>			332.55		
	<b>Net take home pay</b>			<b>117.45</b>		



- Practice computation: Ask the participants to fill out the table under Activity 6.2 using information about their personal loans.
  - As this is a practice session, ask them to provide as much information as they can or estimate.
  - Explain that they will be given an assignment later where they can obtain more accurate information about their loans.
- Brainstorm with participants: How can you get out of debt?
- Introduce and discuss the following strategies for getting out of debt:
  - Write out their total loans . How much do you really owe?
  - Track your spending habits and patterns (Is Landa in debt because of her spending habits? Is she spending on luxury items?)
  - Set up a repayment plan. Debt payment, especially for loans taken out for family members, should not solely be the responsibility of migrants, but whether to enter into the debt responsibility should be discussed with the whole family so that everyone can contribute to decreasing expenses and increasing the family's savings.
- Encourage the participants to summarize the lessons they learned from the Landa case study discussion, such as:
  - Calculate the total loan/debt
  - Be mindful of spending habits;
  - Make a repayment plan that is realistic;
  - Do not borrow money to lend to others;
  - Involve the whole family in working out a repayment plan.

5. It should be reiterated that everybody has a chance to get out of debt, but to do so one needs discipline and be aware of the strategies for being debt free.
6. In conclusion, to get out of debt, people have to change their behavior and attitude towards saving, spending, and borrowing.

**Assignment:**



1. Instruct participants to get loan slips from loans they or their family might currently have and then compute the interest of those plans.
2. If they have multiple loans, have them create a Repayment Plan using the table under Activity 6.2.
3. Instruct them to submit their calculations and repayment plans at the next session.

**Step 5: Lecture on debt incurred during recruitment**

1. Explain to participants that many recruitment agencies and employers abroad offer migrant workers a loan, sometimes called an advance, to help migrant workers pay for various migration costs.
2. Share the following case study to inform the course participants about debts incurred during recruitment:

*Dewi decided to go to Malaysia to work as a domestic worker. The company paid for all of Dewi's placement costs such as her passport fees, visa processing fees, and training and medical health examination fees. She was so happy that they covered all of these costs as she thought it was free.*

*She took an airplane for the first time and the experience was wonderful. The family she worked for was kind. However, she was quite surprised when after one month of living in Malaysia, she did not get her salary.*

*Her employer told her that she had authorized the recruitment agency to deduct 100 per cent of her salary to pay back the advance. Dewi finally paid back the advance using all of her salary for the first six months.*

3. Ask the participants:
  - How did Dewi pay back her advance?
  - What is a salary deduction?
  - What can you do to avoid experience the same surprise as Dewi?
4. Encourage a few volunteers to answer. Then, post the definition and read the definition out loud.

**Advance:** A loan from a recruitment agency to pay for migration costs.

**Salary deduction:** An amount of money that a recruitment agency or an employer withholds from your salary to pay back an obligation such as an advance payment loan.

In many countries, employers are legally prohibited from deducting 100 per cent of your salary. Some employers may also deduct part of a migrant worker's salary because the migrant worker is provided with accommodation or food. Or, they may deduct an amount from your salary if they consider that the migrant worker has damaged or misplaced the employer's property.

3. Summarize the discussion:
  - An advance is the loan you get from a recruitment agency. You pay back the advance through a salary deduction.
  - The amount you receive as an advance should be equal to the sum of all your salary deductions. However, extra fees may be added. In some cases, the amount of the total salary reduction may be higher than the real migration costs.
  - Workers typically authorize a salary deduction for a stated period of time by signing a loan agreement and/or an employment contract. Often migrant workers do not realize that they have to pay back the advance and have no idea how much they are charged for the advance.

# 07

## Module 7: Addressing family issues

By the end of the module, course participants will be able to:



1. Understand gender and age inequalities within their families that drain their resources and act as barriers to achieving their migration goals;
2. Understand the specific challenges that arise when women migrate for work while their spouses and children remain at home.
3. Share their challenges and successes in coping with migration; and
4. Identify ways to address some of the issues that hinder them from achieving their goals.



2 ½ hours



Materials: Financial Planner, pencils, masking tape

Training aid: Print out a stack of cards as described in Figure 1 and Activity 7.1 below

Steps:



1. Lecture discussion on family issues of migrants -15 minutes
2. Group sharing - 45 minutes
3. Reporting - 30 minutes
4. Strategies to address family issues (Activity 7.1) – 30 minutes
5. Lecture on the feminization of migration– 30 minutes

## Step 1: Lecture Discussion on Family Issues of Migrants



1. Ask the participants about the difference between a family of migrant workers and a family without migrant workers.
2. Explain that two distinct characteristics of migrant worker and non-migrant workers families are:
  - prolonged separation
  - use of remittance to pay for family expenses
3. These two characteristics also bring with it issues and challenges for the migrant workers and their families. Prolonged separation could lead to relationship problems. Family reliance on remittance could lead to money-related problems. When these problems are not addressed, family relations may disintegrate.

## Step 2: Group sharing and discussion



1. Divide the participants into groups of 6-10 participants and request each group to answer the following questions:
  - Have you achieved your dreams for migration?
  - Are you able to save and invest for your long-term goals?
  - If Yes: Who/what helped you achieve your goal?
  - If No: Who/what has hindered you from achieving your goal? What are some of the challenges and pressures that you face due to long-term separation from your family? Are you experiencing challenges related to spending and saving your money?
  - What can be done to address the issues you are confronted with?
2. Ask volunteers to share their experiences. Set a time limit for each participant to speak, but provide enough time for each participant to share their experiences.
3. Your objective as a facilitator is to draw them out and to guide them in identifying family issues/social issues that they experience due to long-term separation as well as those issues that drain their resources. But do not focus strictly on their problems, help the participants to identify the factors that contribute to their successes.
4. Ideally each participant should have 5-10minutes to share their experiences.

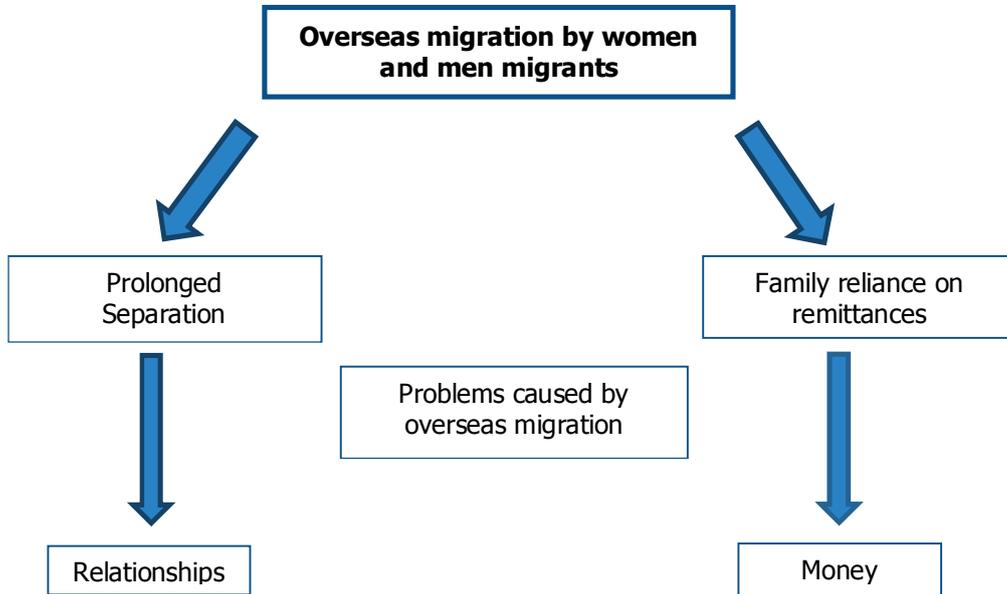
5. After the sharing, the facilitator will provide cards to all the participants and request that they write their major challenges and how they cope with these challenges.
6. Convene the entire class back together and get them ready to participate in an activity that will draw from the group sharing exercise

### Step 3: Reporting and discussion

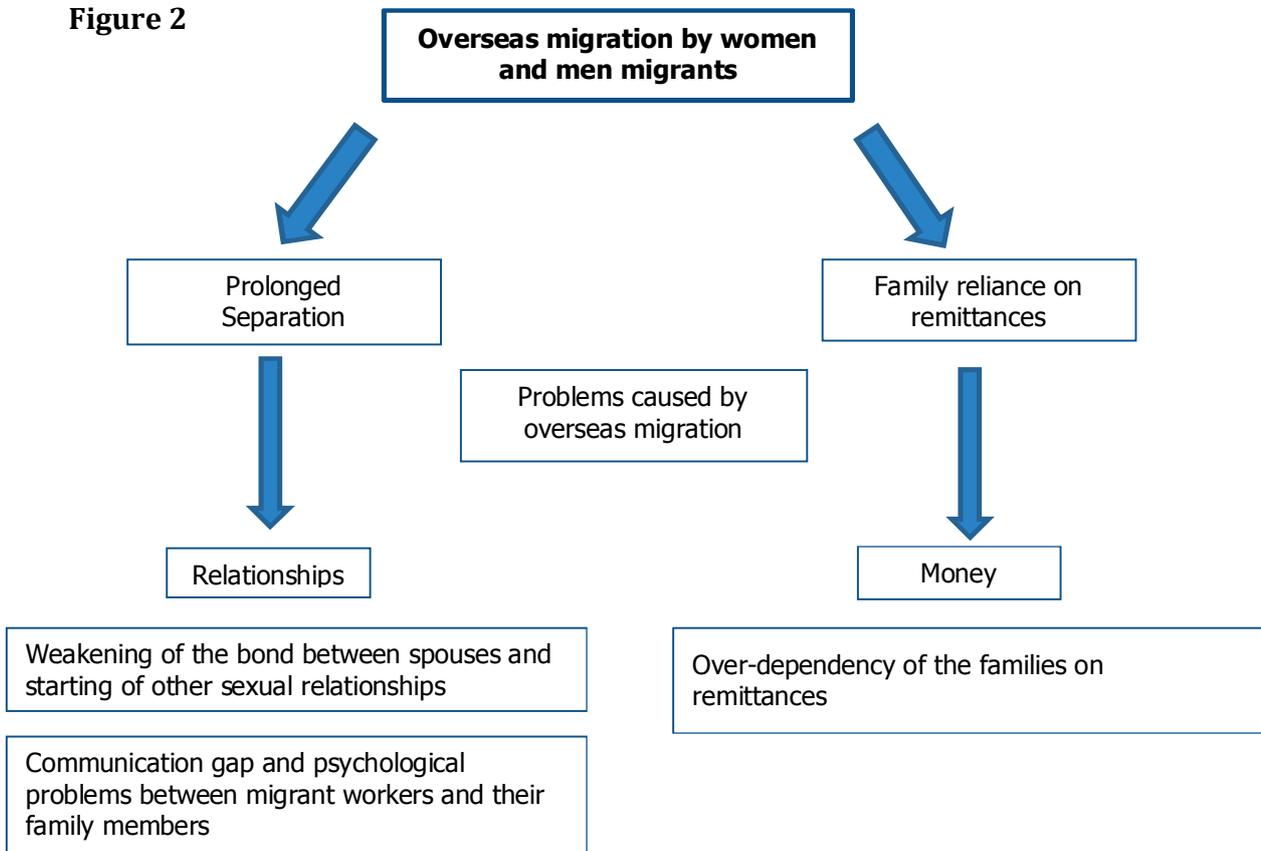


1. Post six (6) cards on the wall to create the diagram in Figure 1 below.
2. Ask for volunteers who are willing to share their problems with the entire class.
3. Have volunteers share problems tied to family relationships. Write the problems shared by the participants on the diagram under "Relationships".
4. Then ask for volunteers to share problems related to financial matters. Write their responses on the diagram under "Money".
5. Continue the sharing until different kinds of problems have been covered.
6. Participants might share problems that are not directly related to family relationships or money. If this happens, create another category called "Others" and write these problems down under this category.
7. Figure 2 below shows some possible examples of problems that participants might share. You do not need to write down the participants' problems in detail, try to place their problems into broader categories like the examples below.

**Figure 1**



**Figure 2**



**Step 4:**

- Activity 7.1: Strategies to address family issues

**Activity 7.1: Strategies to address family issues**



1. Post a card on the right side of the wall with “Family Issues and Challenges” written on the card.
2. Post another card on the left side of the wall with “Strategies to address those issues” written on the card.
3. Place the most common family issues and challenges raised in the previous discussion under “Family Issues and Challenges”.
4. Ask the participants to share their experiences with these issues and what they have done to address these challenges.
5. Ask the participants to write down their answers on cards.
6. Place these cards under “Strategies to address the issues and challenges” card.
7. Each issue and challenge should have at least one corresponding strategy.
8. Encourage the participants to discuss these strategies in detail and facilitate dialogue among the participants.
9. Ask the participants to write down issues and strategies that apply to their situation under the Activity 7.1 worksheet in their Financial Planners.

## Sample issues and challenges and strategies

<i>Family issues and challenges</i>	<i>Strategies to address these issues and challenges</i>
<b>Relationship issues</b>	
<b>1.Gap between children and other family members</b>	<ul style="list-style-type: none"> <li>• Maintain continuous and quality communication with your children</li> <li>• Migrant parents should always perform their role as mother or father even if they are far away</li> <li>• Children should be included in decision making and goal setting in the family</li> <li>• Boys and girls should both share in the housework if their mother is overseas</li> <li>• Migrant parents should open up their problems and concerns to their children. They should inform them of their real situation abroad.</li> <li>• Migrant parents should choose responsible caretakers for their children</li> </ul>
<b>2.Gap in the relationship between spouses, and extra-marital relations</b>	<ul style="list-style-type: none"> <li>• Nurture the long-distance relationship and communicate your feelings</li> <li>• Adjust to the role changes brought about by separation. It should be discussed that the husband should take on a nurturing role, including housework, when the wife is working abroad. Nurturing roles should not only be the responsibility of women.</li> <li>• Prioritize family relations and always remember that the reason for working overseas is to help the family. The strong desire to achieve the family's goals will strengthen the resolve of a couple to withstand the long-distance separation and avoid extra-marital relations.</li> <li>• Root out conflict and negotiate to resolve any conflict that does arise.</li> </ul>
<b>Money-related issues</b>	
<b>1.Overdependency</b>	<ul style="list-style-type: none"> <li>• Migrants should know and communicate their feelings and learn to say, "No."</li> <li>• Involve the family in budgeting and goal setting.</li> <li>• Migrants should learn to value the contributions of their family members.</li> <li>• Members of the family should value the hard work of their relatives abroad.</li> <li>• Members of the family should learn to appreciate their contribution to achieve the migration goals</li> </ul>
<b>2.Luxurious lifestyles</b>	<ul style="list-style-type: none"> <li>• Goal setting of the family before the migrant leaves for abroad, and identifying the contribution of each family member to achieve the family's migration goals.</li> </ul>
<b>3.Overindulgence and consumerism</b>	<ul style="list-style-type: none"> <li>• Migrants should not use gifts to avoid feeling guilty.</li> <li>• Learn to show affection towards family members in a manner that is not related to giving material things.</li> <li>• Migrants must spend quality time with their family during vacation instead of replacing their presence with material things.</li> <li>• Migrants and family must spend on worthwhile activities, not on things.</li> </ul>

## Step 5: Lecture on the feminization of migration



4. Discuss the feminization of migration with the participants. Let them know that the feminization of migration means:
  - that there now are large numbers of women migrating from their home countries to work in other countries;
  - the roles of migrant women tend to conform to traditional women's work, such as domestic work and caring for the sick, young, and old.
5. The feminization of migration is happening because of increasing demand for migrant women's labor in destination countries. This demand is the result of changes in the destination countries such as aging populations, demand for women to work outside the home, etc.
4. Lead the participants to understand that there are specific issues faced by migrants and their families related to the feminization of migration. The majority of ASEAN migrants and their families are socialized in a way that the nurturing role in the family is held by women.
5. When women are migrating and the family members – especially husbands and boys – are not prepared to take on this nurturing role, the family can experience various level of psychosocial issues related to the absence of the mother.
6. On the part of the migrant women, many women feel very guilty leaving their children behind, and as a result they have the tendency to spend lavishly on their children or spouse and not consider their own needs.
7. In addition, single women who migrate for work often take on the burden of providing for their family. Often the role of the migrant worker is taken by the older generation of women (mother or aunt), their contemporaries (sister, etc.), or their children (older daughter is at special risk looking after dependents).
8. If this is done on a long-term basis, this will have negative consequences on both the migrants and their families.



Discussing the feminization of migration and the social cost of women's migration does not mean blaming women for leaving their families behind. Understanding the reasons and the consequences of women's migration on the migrants, their spouses, and their children will help identify sustainable solutions to address the problem of migrants and their families.

Open discussions encourage the sharing of responsibilities among men and women in fulfilling the nurturing role in the family. Talking about women's migration promotes the value of communication and nurturing family relations, and the role these have in achieving the family's migration goals. Discussing family issues and the strategies to address them is a great way to empower migrant men and women and their families to take control over their lives.

# 08

## Module 8: Returning home



By the end of the module, the participants should be able to:

1. Visualize their reintegration goals and assess their preparedness for return and reintegration;
2. Assess whether they have the character of an entrepreneur; and
3. Identifying a concrete plan of action for coming home.



2 hours



Materials: Pencil, Financial Planner

Steps:



1. Lecture on return and reintegration – 20 minutes
2. Are you ready to start a business (Activity 8.1) – 45 minutes
3. Coming home (Activity 8.2) and sharing– 40 minutes
4. Synthesis – 15 minutes

## Step 1: Lecture on return and reintegration



1. Migrant reintegration is a process by which migrants resettle themselves into the social and economic structure of their countries of origin after living and working abroad.
2. Tell the participants that there is much to learn from those who were able to successfully return and reintegrate.
3. Reintegration planning should start before a migrant even leaves to go abroad and should continue while on-site and until finally returning home. Let the participants understand that if they did not do any reintegration planning before they left, they should now start planning as early as possible.
4. Reintegration planning requires more than just having enough savings and investments. It also involves preparation in these three aspects:
  - **Financial preparation** – Consider whether you have enough money to retire, to start a business, or to build a source of capital that can sufficiently meet your family’s financial requirements when you return home;
  - **Emotional preparation** – Inform the participants that they need to be aware of the challenges they and their families may face during reintegration. These challenges may include changes in family relationships, feelings of alienation in one’s own culture, changes in earning capacity, etc. Women migrants especially should also be aware of the challenges that may come with their family expecting them to resume their “traditional role” of a wife, mother, daughter, and/or sister. Inform them that they may meet resistance if they assert their new identities after experiencing independence while working overseas.
  - **Technical preparation** – making sure participants are aware of the need to develop the skills and knowledge that will support what they wish to pursue upon their return home

**Step 2:**

- Activity 8.1: Are you ready to start a business?

**Activity 8.1: Are you ready to start a business?**



1. Have the participants open the Financial Planner to Activity 8.1 – ‘Are you ready to start a business?’ Instruct the participants to circle the statements that most closely describe them.
2. Check the answers with the participants and have them tally up their scores. The score sheet may be found at the end of Activity 8.1 of the Financial Planner.
3. Discuss the scores.

**RESULT**

Topic No.	Score	Meaning
1		Motivation
2		Risk-taking ability
3		Perseverance and ability to deal with crises
4		Family support
5		Initiative
6		Ability to balance family, culture, and business
7		Decision-making ability
8		Ability to adapt to business needs
9		Commitment to the business
10		Negotiation skills
Total		

### Step 3:

- Activity 8.2: Coming home – my vision

### Activity 8.2: Coming home – my vision



1. Ask the participants to draw their vision of their reintegration in the space provided in Activity 8.2 of the Financial Planner.
2. Guide the participants to ask themselves, “How do I see myself when I return to my home country?”
3. Instruct the participants that after they finish drawing their visions, they should answer the remaining questions in Activity 8.2
4. Once the participants have finished filling out the activity worksheet, ask them to choose a partner in the class and for these partners to share their goals for reintegration

#### *Questions for sharing:*

- Are you making plans for your return and reintegration?
  - If yes, when do you plan to return and what preparations are you doing? If no, why are you not making plans at the moment?
  - What do you want to achieve before you return? What stage are you at right now toward achieving your goal? Early stage, intermediate stage, almost there?
  - What do you plan to do when you go back to your home country? Is the work or business you plan to engage in traditionally the work of men or women? Why do you prefer this business/employment?
  - What possible challenges should you prepare for with regard to family relations and the roles and responsibilities you will assume? Did you experience some changes in you because of your migration experience that you think will be difficult for your family back home to accept or adjust to? For migrant women who are the main breadwinner of the family, do you see yourself assuming the “traditional role” of a wife, mother, or daughter that you had before you migrated? Why?
  - What assistance do you need in order to successfully return and reintegrate? Who can help you?
5. Once they are done sharing with their partners, ask for volunteers who can share their goals with the entire group.
  6. If the class contains any participants who are not planning on ever returning to their home country, ask them to use Activity 8.2 to provide their vision of their migration goal.

#### **Step 4: Synthesis**

1. Just like with budgeting, saving, and goal setting, reintegration planning should engage the whole family
2. Participants should be encouraged to use their time abroad to improve their knowledge and skills, and the knowledge and skills of their families.
3. The migration experience is empowering to some migrants, and this changes them. Some migrants may become the main breadwinners of their families; they learn about new cultures and ways of doing things; and they decide on their future and that of their family. These migrants become emancipated, and when they return home, this sometimes conflicts with the role ascribed to them by their families and communities.
4. This should be openly discussed and migrants should plan before their return how they will deal with this concern.
5. Provide an avenue for participants to reflect on their vision of coming home and whether ascribed gender roles are influencing their options for employment and business when they return home, and whether this might be limiting their potential.
6. Discuss the importance of developing a support network who can provide assistance in achieving the participants' goals for migration. Reintegration preparedness also means linking with other stakeholders (such as the government, private sector, and civil society organizations) who can provide an enabling environment for the return and reintegration of migrants.



Preparing for reintegration is more than just having enough savings and investments. Course participants must consider the emotional and technical preparedness of your whole family. The migration experience is empowering to some migrants, and this changes them. Some migrants may become the main breadwinners of their families; they learn about new cultures and ways of doing things; and they decide on their future and that of their family. These migrants become emancipated, and when they return home, this sometimes conflicts with the role ascribed to them by their families and communities. This should be openly discussed and migrants should plan before their return how they will deal with this concern.

This module should also encourage migrants to assess all their resources (financial, social, technical skills, and knowledge) that can assist them in their sustainable return to their home communities. The module also should provide an avenue for them to reflect on their vision of coming home and whether ascribed gender roles are influencing their options for employment and business when they return home, and whether this might be limiting their potential. Reintegration preparedness also means linking with other stakeholders (government, NGOs, private sector) who can provide an enabling environment for the return and reintegration of migrants.



# Canada



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Financial Planner for ASEAN Migrant Workers, 2015

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