



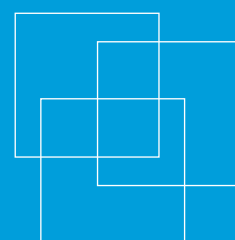
International  
Labour  
Organization



# Save Smart

Migrant Worker Resource  
Centre financial education  
training manual

supported by:





# **Save Smart**

Migrant Worker Resource Centre  
financial education training manual

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# Foreword

Every year millions of women and men in the ASEAN region leave their homes to work abroad. Many of them share the same dream about earning a better income, saving for their future, and sending money home. Labour migration can be a powerful strategy to fulfil personal and family financial goals, but it also involves many risks and costs that too often override its wished-for benefits.

Successful migration starts with formulating specific goals and making realistic plans to achieve them. The **Save Smart training manual**, and its accompanying **Save Smart financial planner**, developed by the ILO's TRIANGLE in ASEAN programme in partnership with Atikha, encourage those considering labour migration to think about their financial goals, weigh the benefits and risks of migration, calculate their migration costs, and consider different options for financing their migration. The tools also help prospective migrant workers to visualize the steps they can take while working abroad to budget their income and expenses, save money, send money home, and protect themselves against financial risks. We hope that the Save Smart tools will help more migrant workers in the ASEAN region to realize their goals and maximize the benefits of labour migration for themselves, their families, their communities, and more broadly their countries of origin and destination.

For almost ten years, TRIANGLE in ASEAN has been helping migrant workers make smarter migration decisions through its network of 28 Migrant Worker Resource Centres operated by government, trade union and civil society partners in six ASEAN countries. This unique network of Migrant Worker Resource Centres, which has now reached more than 157,000 migrant workers since 2011, will be the main platform for rolling out SaveSmart trainings and counselling services to migrant workers in the region. We hope that staff in these centers and our other partners will find the Save Smart tools useful in their work with women and men migrant workers seeking guidance on financial decisions relating to migration.

**Anna Engblom,**

Chief Technical Adviser

TRIANGLE in ASEAN

ILO Regional Office for Asia and the Pacific

# Acknowledgements

This **Save Smart training manual**, and the accompanying **Save Smart financial planner**, were prepared by Estrella Dizon-Anonuevo from Atikha, and Marja Paavilainen, Anjali Fleury, and Jack Miller from the ILO's TRIANGLE in ASEAN programme. The tools are based on the ILO's Budget smart: Financial education for migrant workers and their families (2011) and the adapted guide for trainers Financial education course for ASEAN migrant workers (2017) developed by the ASEAN TRIANGLE project.

The Save Smart tools were tested in three training of trainers workshops organized in Cambodia, Lao People's Democratic Republic and Myanmar in May–June 2019. We thank all participants in these workshops for their enthusiastic participation and for sharing their experiences, which helped us further adjust the materials to ensure their relevance for prospective migrant workers from Cambodia, Lao People's Democratic Republic and Myanmar. Substantial guidance and comments were also provided by Nilim Baruah, Regional Migration Specialist, ILO DWT-Bangkok, and Anna Engblom, Anna Olsen, Wai Hnin Po, Vorn Veth, Oliver Fisher, and Vongtavanh Sayavong from the TRIANGLE in ASEAN team, as well as Jacqueline Pollock, Chief Technical Advisor, Developing International and Internal Labour Migration Governance (DIILM), ILO Yangon. Design and layout for the tools was provided by Nattawarath Hengviriyapanich.

The **International Labour Organization (ILO) TRIANGLE in ASEAN programme** delivers technical assistance and support with the overall goal of maximizing the contribution of labour migration to equitable, inclusive, and stable growth in ASEAN. TRIANGLE in ASEAN (2015-27) is a partnership between the Australian Department of Foreign Affairs and Trade (DFAT), the Global Affairs Canada (GAC), and the ILO.

**Atikha** is a non-government organization that provides economic and social services to overseas Filipinos and their families in the Philippines. The organization aims to help address the social cost of migration and tap the development potential of migration.

# About this training manual

This **Save Smart: Migrant Worker Resource Centre financial education training manual** is intended to help staff in TRIANGLE in ASEAN-supported Migrant Worker Resource Centres (MRCs) to provide training and counselling on financial education to prospective women and men migrant workers. This manual includes a training programme consisting of nine training modules, instructions for trainers, and training tools and worksheets needed for delivery of the training. Staff in MRCs can pick and combine different modules from this manual and adjust the duration and contents of the training sessions or courses for different training and outreach needs.

Key tools included in this manual are the **My dream map for financial goals**, **My migration costs worksheet**, **My savings goal(s) worksheet**, and **My monthly budget worksheet**. These can also be used as standalone counselling tools when providing advice to MRC clients seeking information on migration costs, expected financial outcomes of their migration, or other financial issues.

## Training contents

**Nine modules** included in this manual are:

- Module 1: Setting your financial goals
- Module 2: Weighing the benefits and risks of migration
- Module 3: Your migration costs
- Module 4: Financing your migration costs
- Module 5: Smart spending and budgeting
- Module 6: Saving
- Module 7: Protecting yourself: Emergency fund and insurance
- Module 8: Sending money home
- Module 9: Financial planning

The **Save Smart training manual** is meant to serve as a guide for the trainers. The course methodology makes use of **activities**, **games**, and **group sharing** to maximize learning. For each module the aim, time allocation, materials needed, steps to conduct the activity, and instructions for the trainers are provided. When needed for specific activities, special instructions, training tools, and **training aids** are also included. The Save Smart training manual also contains training aids, which trainers may choose to use during activities. In addition, an evaluation and feedback form is included as a training aid. The training aids can be photocopied and distributed to participants.



The manual is to be used together with the **Save Smart financial planner**, a complementary workbook for prospective migrant workers attending the training course. The Save Smart financial planner is meant for the participants and contains all of the activities. The language and methodology used in this course are for participants with low levels of financial education who are expected to be mentored throughout the course.

The training manual and financial planner have not been fully adapted to respective country contexts in Cambodia, Lao People's Democratic Republic, Myanmar, and Viet Nam. Therefore, MRC staff, supported by TRIANGLE in ASEAN National Project Coordinators, can use their own practical knowledge about migration costs, available financial services, relevant government policies and programmes, and other relevant issues when delivering the training modules and activities. Utilizing this concrete local knowledge will be essential for successful delivery of financial education training.

## Objectives of the training manual and programme

It is expected that after attending a financial education course, the prospective women and men migrant workers are able to:

1. Describe their **financial goals and dreams**, and calculate what is required to realize these dreams.
2. Understand the **financial costs of migration** and other challenges migrant workers face when working abroad.
3. Have realistic expectations of how much they can **earn, save, and send home** when working abroad.
4. Understand that saving requires **budgeting** and **smart spending**.
5. Prepare for risks through setting money aside for an **emergency fund**.
6. Make an informed decision **whether or not migration is right for them**, based on whether migration is financially viable and whether it helps them achieve their dreams and goals.

## Gender

This training manual acknowledges that both prospective women and men migrant workers need financial education, and that their financial education needs may at times be different. This manual gives special attention to supporting **prospective women migrant workers** in making informed decisions about their financial goals and migration. Women, compared to men, are in many ways disadvantaged in setting their own life goals and making related financial decisions. Stereotypes on the roles and responsibilities of men and women often have negative effects on the chances and opportunities girls and women have in life, especially when families live in poverty. In many instances, low-income parents tend to invest more in the education of boys than girls. Women face heavy workloads due to the combination of paid and unpaid duties, and they are often excluded from decision-making in their families, institutions, and society, as well as from participating in the public domain. Women may also face mobility constraints and are more exposed to violence at home or in the wider environment.

Moreover, agencies in charge of migration management, recruitment of migrant workers, or the provision of financial services are often male-dominated and may lack the expertise or commitment to provide quality services to women migrant workers. Financial challenges specifically faced by women migrants include relatively higher chances of being cheated due to lack of education and exposure, generally lower wages in female-dominated jobs as compared to male-dominated jobs, and lack or loss of savings due to non-useful spending either by the migrant or the family back home. Migration offers opportunities, but female migrants with little financial education are often less able than male migrants to fully benefit from migration. This training manual aims to provide MRC staff with an important tool for conducting financial education courses that will increase women's financial literacy and enable them to better benefit from migration.

# Training agenda

25

minutes

## Opening session

- Opening remarks – 5 minutes
- Introduction of participants and their expectations – 20 minutes

90

minutes

## Module 1: Setting your financial goals

- Identify short- and long-term goals – 20 minutes
- Maya's dream map for financial goals (Activity 1.1) – 15 minutes
- My dream map for financial goals (Activity 1.2) – 30 minutes
- Goal-setting and decision-making in the family – 20 minutes
- Conclusion – 5 minutes

90

minutes

## Module 2: Weighing the benefits and risks of migration

- The benefits and risks of migration (Activity 2.1) – 30 minutes
- Weighing the benefits and risks of migration (Activity 2.2) – 30 minutes
- Differences in the migration experience – 25 minutes
- Conclusion – 5 minutes

60

minutes

## Module 3: Your migration costs

- Common myths about migration costs – 15 minutes
- Maya's migration costs worksheet (Activity 3.1) – 20 minutes
- My migration costs worksheet (Activity 3.2) – 20 minutes
- Conclusion – 5 minutes

120

minutes

## Module 4: Financing your migration costs

- How do we finance migration costs? (Training aid 1) – 45 minutes
- Advantages and disadvantages of financing options (Activity 4.1) – 20 minutes
- To borrow or not borrow (Training aid 2) – 15 minutes
- Maya's plan for financing her migration (Activity 3.1) – 15 minutes
- My plan for financing my migration (Activity 3.2) – 10 minutes
- Accessing financial resources – 10 minutes
- Conclusion – 5 minutes

---

75

minutes

**Module 5: Smart spending and budgeting**

- Recognizing needs and wants (Training aid 3) – 20 minutes
  - Maya’s monthly budget worksheet (Activity 5.1) – 25 minutes
  - My monthly budget worksheet (Activity 5.2) – 25 minutes
  - Conclusion – 5 minutes
- 

90

minutes

**Module 6: Saving**

- Energizer – 10 minutes
  - Saving – 15 minutes
  - Ways to save (Training aid 4) – 15 minutes
  - Advantages and disadvantages of savings options (Activity 6.1) – 15 minutes
  - Accessing savings services – 10 minutes
  - Maya’s savings goals worksheet (Activity 6.2) – 10 minutes
  - My savings goal(s) worksheet (Activity 6.3) – 10 minutes
  - Conclusion – 5 minutes
- 

90

minutes

**Module 7: Protecting yourself: Emergency fund and insurance**

- Role play: Protection steps (Training aid 5) – 15 minutes
  - Protection steps for common risks (Training aid 6; Activity 7.1) – 20 minutes
  - Protection umbrella: Protecting yourself from risks (Activity 7.2, 7.3) – 15 minutes
  - Starting an emergency fund – 15 minutes
  - Insurance protection – 20 minutes
  - Conclusion – 5 minutes
- 

80

minutes

**Module 8: Sending money home**

- Reasons for sending money home (Activity 8.1) – 5 minutes
  - Making the most of your remittances – 10 minutes
  - Ways to send your money – (Activity 8.2) 30 minutes
  - SaverAsia (Activity 8.3) – 30 minutes
  - Conclusion – 5 minutes
- 

45

minutes

**Module 9: Financial planning**

- Conclusion to Maya’s story – 5 minutes
  - Review financial goals, costs, savings, and budget (Activity 1.2, 3.2, 6.3, and 5.2) – 35 minutes
  - Conclusion – 5 minutes
- 

25

minutes

**Closing session**

- Key learning points – 10 minutes
  - Closing remarks – 10 minutes
  - Training evaluation and feedback (Training aid 7) – 5 minutes
-

# Training and adult learning

Adult learners already have knowledge and experience. Trainers should respect the participants' knowledge and enable participants to relate the training materials to their own lives and experiences.

Trainers need good communication skills. They need to know how to:

- Listen well.
- Use easy language and vocabulary that participants can understand well.
- Use non-verbal cues such as appropriate body language (for example, how to stand and move around the room) and make eye contact with participants.
- Be fair and respectful to participants.
- Encourage diverse points of view and participation from everybody.
- Be alert and notice and respond to participants' changing needs.
- Take control and let learners take control as necessary.

Trainers do not need to be “experts” in everything and do not have all the answers. The trainer's role is to show the participants how to learn and give them directions on where to find answers.

## Tips for addressing gender equality in financial education for migrant workers

When training is targeted at both sexes, try to attract both men and women in sufficient numbers. Consider who needs the training most and set targets for the participation of women as trainers and participants.

Decide whether male and female migrants can be trained together or require separate training. Separate training for men and women may be needed when:

- There is strict sex segregation in the society.
- Customs strongly discourage or prohibit women and girls to speak up in the presence of men and boys.
- There is a need to build up women's self-confidence to speak more freely, first among themselves.
- The topics of discussion are sensitive between the sexes, such as unproductive use of remittances and broken relationships between migrant workers and their families due to absence from home.
- Separate training for women-only and/or men-only groups is ideally followed by training in mixed-sex groups as inequalities between men and women require changes from both men and women.

How to increase women's participation in financial education:

- Be sensitive to practical obstacles to women's participation, such as their family responsibilities, and make it easier for women to participate and ensure their safety.
- When women are not allowed to travel alone, invite them in pairs or groups.
- When providing financial education to migrant workers and their families, ensure that both parents and the spouses of migrant workers have equal access to the training.

Regarding training content:

- Avoid creating a divide between women and men, for example, do not stereotype all women as victims and all men as aggressors as this is misleading and not true.
- Resist making sweeping generalizations and ensure respect for everybody. Encourage women to give their opinion and respect the men's perspective, and the opposite as appropriate.
- Design and use training materials that are relevant to the day-to-day experience of female and male participants and highlight gender problems from the perspective of women and men. Use language that addresses both sexes.
- Address concerns about different forms of discrimination that migrant workers may face (i.e. sex, age, race, ethnicity, social or national origin, and migrant status).

Regarding training process:

- Ensure enough "speaking time" for men and women.
- Do not assume that all women have the same understanding of gender issues.
- Actively involve men in gender discussions.
- If there is resistance to address gender inequalities in financial education among training organizers or community leaders, invite respected male and female gender advocates to promote equality between men and women in the training.
- If men or women start to make sexist jokes or use derogatory language, address this type of behaviour immediately by asking the persons in question whether they really believe what they say and why they believe it. Ask other participants for their opinion and start a discussion on the subject. It is important to make it understood (politely but firmly) that disrespectful behaviour is not tolerated.

# Opening session

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

1. Understand the purpose of the training.
2. Know the trainers and their fellow participants.

**Materials:** Colour paper/cards (3 colours); flipchart; markers; tape.

**Duration:** 25 minutes

**Steps:**

1. Opening remarks – 5 minutes
2. Introduction of participants and their expectations – 20 minutes

## Step 1. Opening remarks – 5 minutes

*In any training module or course, regardless how long or short, it is good to start with opening remarks. Opening remarks should:*

- welcome participants to the training in a friendly manner;
- explain the purpose of the training;
- introduce the trainers; and
- explain practical issues, such as the location of restrooms and drinking water.

*Begin by providing opening remarks to the participants.*

## Step 2. Introduction of participants and their expectations – 20 minutes

*Give each participant a marker and pieces of paper in three different colours. Ask participants to pair up with another participant. Each pair of participants will interview each other to discuss the following questions:*

1. What is your name?
2. Are you considering migration? Where would you like to go, and for what kind of work?
3. What do you hope to learn from this training?

*In the pair, each participant will share information about themselves for two minutes. The partners will write each other's responses on a colour card. One colour is for question one, another colour for question two, and a third colour for question three. Afterwards, the group will come together and each participant will introduce their partner.*

*Now collect all the colour paper/cards and tape them by topic/colour on a flipchart, board, or wall space.*



# Module 1

## Setting your financial goals

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

1. Identify their short-term and long-term goals.
2. Draw a dream map, indicating money needed for achieving goal(s).
3. Discuss goal-setting and decision-making in the family.

**Materials:** Financial planner: Activity 1.1, 1.2; flipchart; markers; pencils.

**Duration:** 90 minutes

**Steps:**

1. Identify short- and long-term goals – 20 minutes
2. Maya's dream map for financial goals (Activity 1.1) – 15 minutes
3. My dream map for financial goals (Activity 1.2) – 30 minutes
4. Goal-setting and decision-making in the family – 20 minutes
5. Conclusion – 5 minutes

### Step 1. Identify short- and long-term goals – 20 minutes

*Say the following to the participants:* Successful migration starts with having a specific goal. A goal is something people want to achieve in the future. Today we will identify and practice setting short- and long-term goals. Let's start by reading a story together. This story is about a woman named Maya and her dreams for the future.

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

### **The story of Maya**

Maya is 25 years old and lives in a rural province. Maya and her husband have two small children, aged 2 and 4 years old. When Maya and her husband take walks in the early evenings, they sometimes talk about investing in their farm so they can grow a variety of vegetables. They have many requests from wholesalers and restaurants to supply more vegetables. Maya really wants her children to attend secondary school, but it is very expensive so she really wants to start saving for their future. In her free time, she has learned to take photographs with a used camera. She would love to someday buy a new camera and become a photographer. Money is tight, so they are contemplating whether Maya should find out more about migrating to work as a factory worker abroad.

Now ask participants:

- What are Maya's goals?
- Which of these goals can be met within a short period of time?
- Which goals take a longer time?

Explain to participants that as in the case of Maya, some goals are accomplished in a short period of time. Other goals are about the future and goals in life. These are life goals.

Ask participants about their own goals. Ask participants to raise their hand if they have a dream for the future. Invite a few participants to briefly share their dreams with the larger group. Examples can include buying a home, paying for children's education, or having savings.

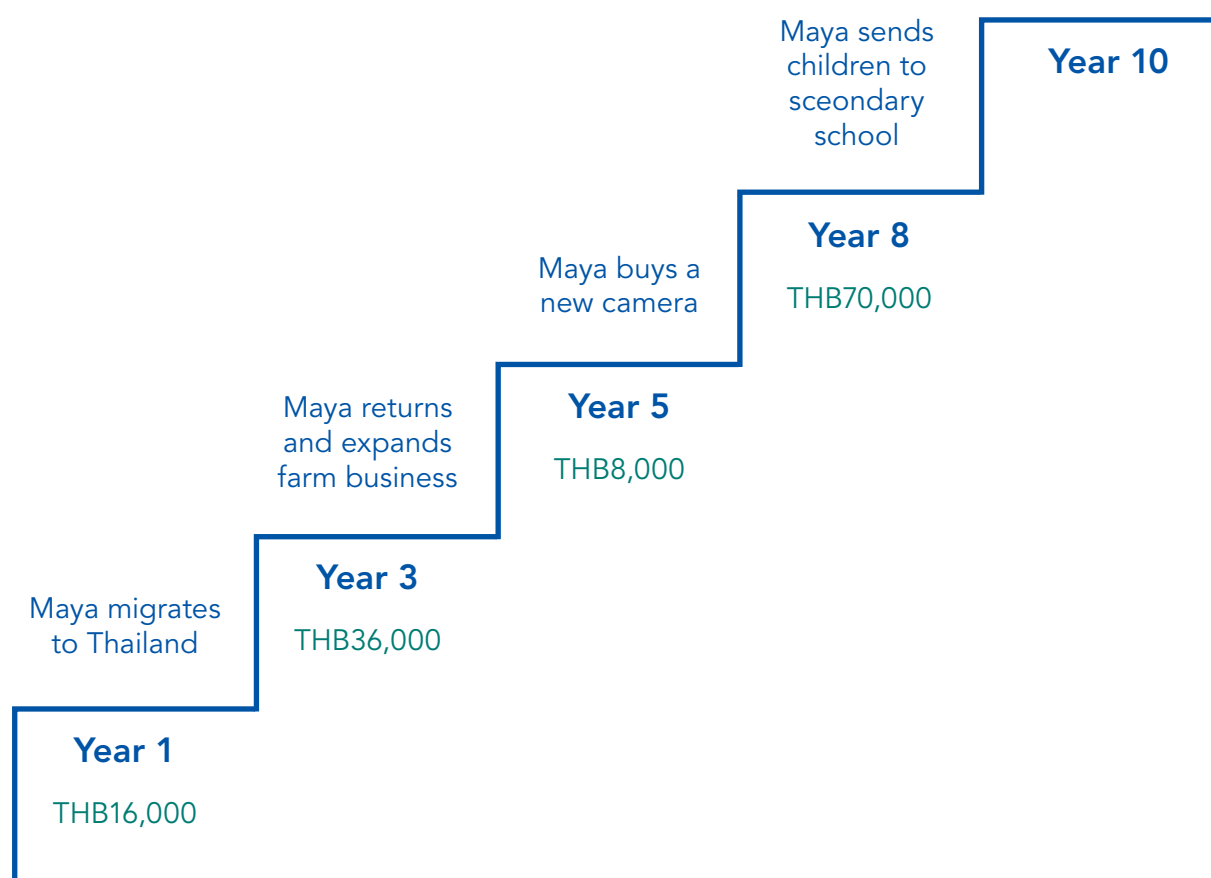
### **Step 2. Maya's dream map for financial goals (Activity 1.1) – 15 minutes**

Using a marker and a flipchart, write the dreams of Maya from the previous activity into a dream map you've already drawn on the flipchart. Ask participants to follow along in in **their Save Smart financial planner – "Maya's dream map for financial goals" (Activity 1.1)**. Explain that achieving these dreams requires time, money, and planning. Migration abroad to work and earn money can be part of this plan, but there are other options too.

Draw Maya's dream map together with the participants' inputs.

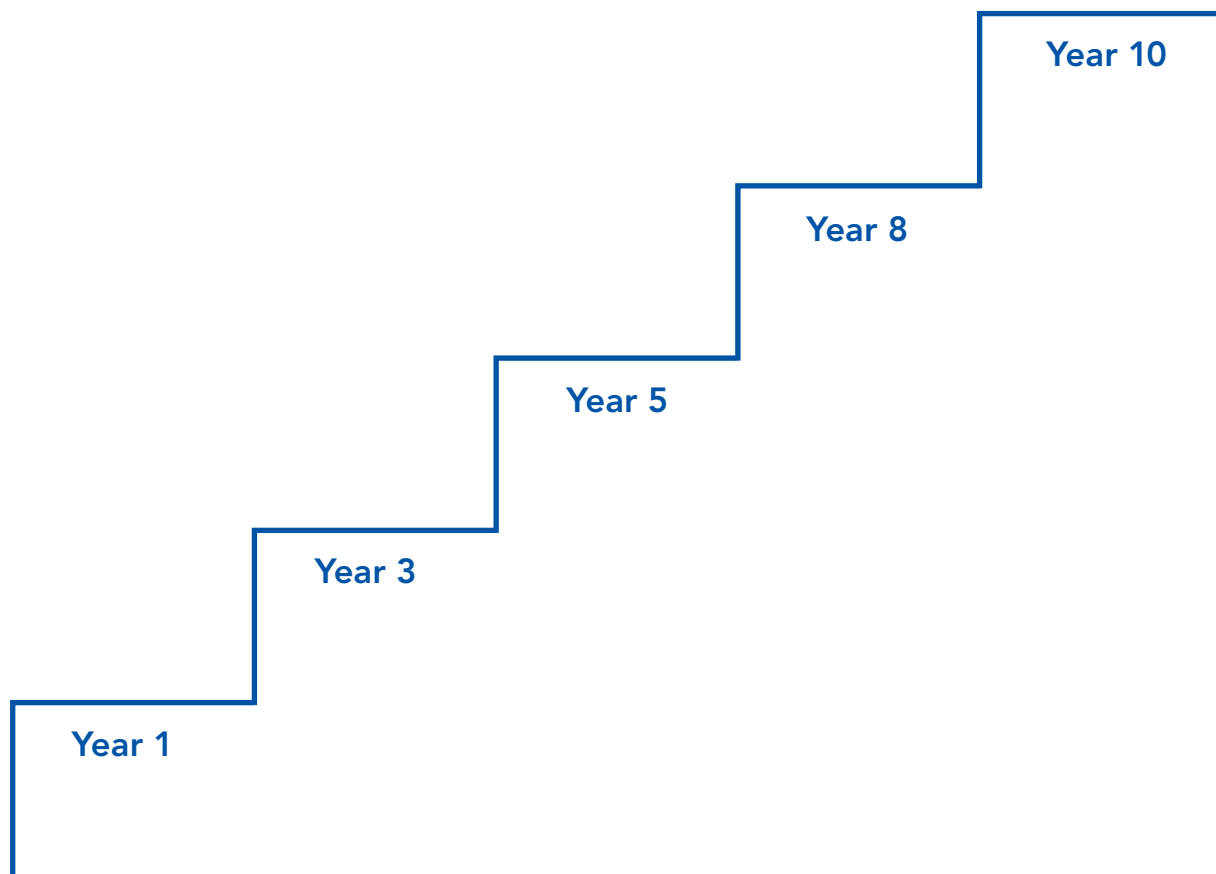
- Ask participants about Maya's long-term goals. Draw or write these on the top steps of the stairs.
- Ask participants about Maya's short-term goals. Draw or write these on the middle steps of the stairs.
- Ask participants how much money is needed to achieve each step. Write the amount of money needed to achieve this goal under each step.

In the end, the flipchart may look like this:



### Step 3. My dream map for financial goals (Activity 1.2) – 30 minutes

Ask each participant to complete their own “**My dream map for financial goals**” (Activity 1.2) in their **Save Smart financial planner**. Participants should write or draw short-term and long-term financial goals next to the year in which they would like to achieve the goals. Participants should also include the amount of money required to achieve the goals and how they and their family can contribute to achieving the goals. Note that if participants are unsure about their dreams, or plans to achieve them, they can change and adjust the map later throughout the training. If family members attend the training together, you can ask them to complete individual dreams maps and/or a dream map together.



#### **Step 4. Goal-setting and decision-making in the family – 20 minutes**

*Explain the following:* Everybody, including women and men, girls and boys, have a right to their own dreams. Dreaming of the future can seem like a luxury, but dreams are good as they can motivate us to make plans to reach these dreams. It is important to discuss your dreams and plans with your family before you make any big decisions. This will help you work towards these goals together.

*Discuss the following questions with the participants:*

- Are the goals and dreams of women and men the same or different?
- Are goals of younger and older people the same or different?
- Who in the family decides about big life decisions, such as savings goals or migration?
- Are younger and older women and men in the family equal when making decisions together?

*Explain the following to participants:*

- It is common that women and younger persons are not involved in goal-setting and decision-making in their families. This is not right, especially when these decisions directly impact the lives of these women and young persons.
- For example, your decision to migrate should be your own decision. It should not be something other family members decide for you.
- You should only migrate if you feel you are ready for it and have prepared yourself for this new role.

## Step 5. Conclusion – 5 minutes

*Conclude the module by emphasizing the following points:*

- Setting realistic goals requires understanding the timeframe, money, and strategies required to achieve the goals.
- Some financial goals can be short-term, others long-term.
- Migration can be part of a plan to achieve long-term goals, but there are other options.
- Everybody, both women and men, young and old, should be involved in setting their own financial goals and decisions.

# Module 2

## Weighing the benefits and risks of migration

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

1. Understand the benefits and risks of migration.
2. Discuss ways to maximize benefits and mitigate risks of migration.
3. Identify gender-specific differences in the migration experiences of women and men.

**Materials:** Financial planner: Activity 2.1, 2.2; flipcharts; colour paper/cards (2 colours); markers; pencils; tape.

**Duration:** 90 minutes

**Steps:**

1. The benefits and risks of migration (Activity 2.1) – 30 minutes
2. Weighing the benefits and risks of migration (Activity 2.2) – 30 minutes
3. Differences in the migration experience – 25 minutes
4. Conclusion – 5 minutes

### Step 1. The benefits and risks of migration (Activity 2.1) – 30 minutes

Ask the participants to find **“The benefits and risks of migration” (Activity 2.1)** in their **Save Smart financial planner**. Ask the participants to write some of the benefits and risks of migration based on what they have heard and read about migration. Now write **“migration benefits”** and **“migration risks”** at the top of the flipchart. Ask participants to share their examples of benefits and risks and write them under the two headings on your flipchart.

In the end, your flipchart may look like this:

Migration benefits	Migration risks
<ul style="list-style-type: none"><li>• Higher salary</li><li>• Try new things</li><li>• Learn new skills</li><li>• Learn a new language</li><li>• Send money to family</li><li>• Save money to start a business</li><li>• Save money for a new house</li></ul>	<ul style="list-style-type: none"><li>• Have to pay broker</li><li>• Employer may be mean</li><li>• Earn less money than expected</li><li>• Very long hours</li><li>• Feel lonely</li><li>• Get sick</li><li>• Have an accident</li></ul>

During the discussion, explain that migration through irregular channels may be less cumbersome, but it is also much more risky. It is important to be aware of the risks and pitfalls of irregular migration. Irregular migration breaks the law.

## Step 2. Weighing the benefits and risks of migration (Activity 2.2) – 30 minutes

Divide the participants into groups. Provide each group with colour paper/cards and markers. Ask each group to review the list of benefits and risks of migration, and discuss the following question:

- Which ones are the biggest benefits or risks of migration?

In addition, ask the groups to write the following on the colour paper/cards:

- Three ways to **minimize the risks** of migration.
- Three ways to **maximize the benefits** of migration.

When the groups are ready, ask them to read out loud their cards. Collect the cards from the groups and tape them on the flipchart next to the relevant benefits or risks. Ask participants to follow along in their **Save Smart financial planner – “Weighing the benefits and risks of migration” (Activity 2.2)**.

In the end, your flipchart may look like this:

Migration benefits	Migration risks
<ul style="list-style-type: none"><li>• Compare migration costs and fees to choose a safe and economic option</li><li>• Make a migration costs budget</li><li>• Learn about salaries and expenses in your destination</li><li>• Budget your expected earnings, expenses, and savings</li><li>• Discuss your savings plan with your family</li><li>• Open an account for saving</li><li>• Discuss use of remittances with your family</li></ul>	<ul style="list-style-type: none"><li>• Migrate legally through regulated agency</li><li>• Make friends with other migrants for peer support</li><li>• Know your legal rights in your destination</li><li>• Have a written contract</li><li>• Get insurance</li><li>• Set money aside for emergencies</li><li>• Know where to seek help in case of abuse</li></ul>

If you have copies of the publication **Travel smart - Work smart: A guide for migrant workers in Thailand** available in your MRC, encourage the participants to take one after the session to improve their knowledge on safe migration.

### **Step 3. Differences in the migration experience – 25 minutes**

Ask participants the following questions:

- Do men migrants and women migrants experience migration differently? How and why?

Discuss the following as possibilities for how and why men and women migrants may experience migration differently:

- Women and men can face different forms of violence, abuse, and sexual harassment.
- Women may be restricted from migrating or working in specific jobs.
- Women are often paid less, even when they do the same job as men.
- Domestic work, mostly done by women, is low-paid, less protected, and lonely.
- Domestic work is less likely to be protected by labour laws.
- When women migrate it can change the household roles and duties.
- When women migrate it can change how family decisions are made regarding finances.

### **Step 4. Conclusion – 5 minutes**

Conclude the module by emphasizing the following points:

- Migration involves many benefits, but also many risks. Sometimes the risks override the benefits, and migrant workers are not able to earn, save, and send money home like they planned.
- Learn more about safe migration before you decide to migrate. This will help you to maximize the benefits of migration and help you achieve your financial goals and dreams.
- Women are more vulnerable to some risks of migration. For this reason, good preparation and choosing a safe migration channel is even more important for women migrant workers.



# Module 3

## Your migration costs

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

1. Understand the different costs related to migration.
2. Compute their own costs of migration.

**Materials:** Financial planner: Activity 3.1, 3.2; flipcharts; markers; pencils; calculators.

**Duration:** 60 minutes

**Steps:**

1. Common myths about migration costs – 15 minutes
2. Maya's migration costs worksheet (Activity 3.1) – 20 minutes
3. My migration costs worksheet (Activity 3.2) – 20 minutes
4. Conclusion – 5 minutes

### Step 1. Common myths about migration costs – 15 minutes

*Explain that we have many ideas about migration costs, but some may not be correct. Ask the participants to stand in a line. Explain that the trainer will read a statement. If a participant thinks the statement is true, they should take a step forward. If they think the statement is false, they should take a step backwards.*

*Start with a simple practice question, such as "Today is \_\_\_\_\_" (insert correct day of the week). Participants should all step forward.*

*Read out loud the following statements. When some participants step forward, while others step back, stop and discuss why there are differences. Clarify any questions. Allow participants to reposition themselves after the discussion and before the next statement.*

1. Migrating abroad is free if I use a broker or recruitment agency. *(False)*
2. Recruitment agencies and brokers sometimes charge more than what it really costs for job placement. *(True)*
3. Migrant Worker Resource Centres (MRCs) provide information about migration costs. *(True)*
4. Friends or family members who have migrated previously can be a good source of information about migration costs. *(True, but may also be false)*
5. Migration costs to all countries are the same. *(False)*

6. Migration through informal channels is less cumbersome. *(True)*
7. Migration through informal channels is safe. *(False)*
8. Migration through regular channels is safer. *(True)*

*After completing all statements, compliment the participants for doing a great job in deciding what is true and what is false.*

*Conclude the activity by noting the following points with the participants:*

- Migration is not free. However, some brokers and recruitment agencies tell prospective migrants it is free. The migrant worker may have to pay back costs from their salary.
- Recruiting companies may charge migrants more than what is legally permitted.
- This makes it difficult for migrant workers to know exactly how much it will cost to migrate. Migrant workers should try to gather as much information from different, reliable sources as possible.

## **Step 2. Maya's migration costs worksheet (Activity 3.1) – 20 minutes**

*Say to the participants:* Let's now return to Maya's story and see what decisions she made to reach her long-term goals.

*The following story is in the financial planner. Ask participants to read along as you read the story out loud:*

### **Maya migrates to Thailand**

Maya decided that the best way to expand her farm, support her dream of becoming a photographer, and pay for her children to attend school is to migrate to Thailand. She found a recruitment agency in her village that can arrange for her a position as a factory worker in Bangkok with a two year contract. Maya is excited as she has heard that factory workers can earn around 10,000 (THB) per month. However, Maya needs to pay THB5,000 to the recruitment agency for arranging her paper work for legal migration. The agency explains to Maya that they will provide free job training, but Maya will also have to pay for a passport (THB2,000), her visa and work permit (THB4,000), a medical examination (THB500), the travel costs to her job in Thailand (THB2,000), a non-Thai identification card called a Pink Card (THB80), and a deposit for her returning home (THB1,000 ). Maya also wants to purchase some items for the trip, like a bag, some new clothes, and some food, which could roughly amount to a THB920. She thinks this sounds like a lot of money, but she also needs money to fulfil her dreams. She is unsure how much the total will be and if migration is the right choice. How much money will it cost for Maya to start her new job as a factory worker in Thailand?

Ask participants to calculate Maya’s migration costs in “**Maya’s migration costs worksheet**” (**Activity 3.1**) in their **Save Smart financial planner**. They only need to complete the left two columns (Maya’s migration costs and amount). Explain that participants should leave the right two columns blank for now. To help the participants, draw a grid just like the worksheet on a flipchart. Enter the costs mentioned in Maya’s story into the grid.

In the end, your flipchart may look like this:

▶ Maya’s migration costs worksheet			
Maya’s migration costs	Amount (THB)	Maya’s plan for financing her migration costs	Amount (THB)
Recruitment fee	5,000		
Job training	Free		
Passport	2,000		
Visa and work permit	4,000		
Medical examination	500		
Travel	2,000		
Non-Thai identification card (Pink card)	80		
Deposit (for repatriation)	1,000		
New personal items	920		
<b>Total costs</b>	<b>15,500</b>	<b>Total amount</b>	

### Step 3. My migration costs worksheet (Activity 3.2) – 20 minutes

Explain that costs not only differ based on the country but also on the job and other factors. Conclude by explaining to participants that when they consider their financial goals, and if they decide to migrate in order to achieve those goals, they will need to consider all the costs to migrate. Now ask participants to find “**My migration costs worksheet**” (**Activity 3.2**) in their **Save Smart financial planner**. Ask participants to fill out the left two columns (my migration costs and amount) in their worksheet based on their own migration costs. Explain that participants should leave the right two columns blank for now. Walk around among participants to see if anybody needs help with completing their worksheet.



## Step 4. Conclusion – 5 minutes

*Conclude the module by emphasizing the following points:*

- Migration involves many costs. The costs are different depending on where and how you plan to migrate. It is important to find out more information on the costs of migration before you decide where and how you migrate. To get a clearer understanding of the actual costs, migrant workers can gather information from different sources, such as Migrant Worker Resource Centre (MRC) staff, local government officials, trade unions, non-governmental organizations, and former migrant workers who have gone to that particular country. Do not only listen to former migrant workers.
- Remember that migration through irregular channels may be less cumbersome, but it is also much more risky. It is important to be aware of the risks and pitfalls of irregular migration. Irregular migration breaks the law.
- Using a migration costs worksheet can help you and your family estimate how much it will cost for you or your family member to migrate. By knowing how much it will cost, you can better assess if the benefits of migration are likely to outweigh the costs.

# Module 4

## Financing your migration costs

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

1. Describe different ways to finance migration.
2. Assess the advantages and disadvantages of each option.
3. Plan how to finance their own costs of migration.

**Materials:** Training aid 1, 2; Financial planner: Activity 4.1, 4.2, 3.1, 3.2; flipcharts; markers; pencils; calculators.

**Duration:** 120 minutes

**Steps:**

1. How do we finance migration costs? (Training aid 1) – 45 minutes
2. Advantages and disadvantages of financing options (Activity 4.1) – 20 minutes
3. To borrow or not borrow (Training aid 2; Activity 4.2) – 15 minutes
4. Maya's plan for financing her migration (Activity 3.1) – 15 minutes
5. My plan for financing my migration (Activity 3.2) – 10 minutes
6. Accessing financial resources – 10 minutes
7. Conclusion – 5 minutes

### **Step 1. How do we finance migration costs? (Training aid 1) – 45 minutes**

*Explain that there are five common ways migrant workers and their families pay for migration costs. Ask the participants to break into five groups. Explain that each group will receive a set of four to eight picture cards for the activity. Each set of picture cards illustrates one method of paying for migration. Explain that the groups should put the picture cards in order and create a three-minute story to then present to the entire group.*

Using "**Training aid 1: Picture cards: Financing migration costs**," distribute one set of picture cards to each group. Visit with each group during this activity to clarify the instructions.

After ten minutes, reconvene and invite each group to present their story. After each group presentation, ask:

- What happened in the story?
- How did the family pay for the migration costs?
- What is a consequence of paying for migration costs this way?

In the end, summarize the stories and explain the following:

- Story 1: The family **sells an asset** to pay for migration. Selling assets is a very common way for families to gain access to a lump sum of money. If an asset is a productive asset that the family relies on, selling an asset can also increase costs to the family. In this story, the family now has to hire a motorbike to go to school or to work.
- Story 2: The migrant worker **borrow money from a moneylender**. If the migrant worker faces an emergency, for example they become sick and cannot work, then they are unable to pay the loan back right away. The family will face pressure from the moneylender and possibly pay penalties.
- Story 3: The migrant worker uses personal **savings** to pay for a sewing class. The consequence is that her savings balance is now lower. However, she does not have to pay back her money or pay additional interest. She can then use the money to migrate or stay and continue to work as a tailor.
- Story 4: The migrant worker is given an **advance** from the recruitment agency hired by her employer. It is common for recruitment agencies to provide an advance. The consequence is that the migrant worker will not receive their entire salary (or any salary at all) during the first few months of their employment since money will be deducted from their salary to pay for these costs.
- Story 5: The migrant worker **borrow money from a financial institution**. The consequence is that the migrant worker and her family have to pay back the loan and interest based on the repayment schedule.

## **Step 2. Advantages and disadvantages of financing options (Activity 4.1) – 20 minutes**

Now ask the participants to consider the advantages and disadvantages of each financing story and share their thoughts. Use a flipchart to record their answers. Ask participants to follow along in "**Ways to finance your migration**" (Activity 4.1) in their **Save Smart financial planner**.

In the end, your flipchart may look like this:

► Ways to finance your migration		
	Advantages	Disadvantages
Sale of assets	<ul style="list-style-type: none"> <li>• Fast</li> <li>• Can sometimes buy back</li> </ul>	<ul style="list-style-type: none"> <li>• Low price</li> <li>• May decrease income, if the asset is needed for livelihood</li> </ul>
Savings	<ul style="list-style-type: none"> <li>• Own money</li> <li>• No interest</li> </ul>	<ul style="list-style-type: none"> <li>• Savings take longer to accumulate</li> <li>• Hard to get in emergencies</li> </ul>
Moneylender	<ul style="list-style-type: none"> <li>• Fast</li> <li>• Easy to access</li> <li>• No application process</li> </ul>	<ul style="list-style-type: none"> <li>• Very expensive/more debt</li> <li>• Not protected by government</li> <li>• Possibly violent</li> </ul>
Advance from recruitment agency	<ul style="list-style-type: none"> <li>• Fast</li> <li>• Easy payment schedule</li> <li>• Can lend up to full amount</li> </ul>	<ul style="list-style-type: none"> <li>• Very expensive</li> <li>• May not receive salary for months</li> <li>• Harder to leave bad job</li> </ul>
Loan from bank, microfinance institution, or savings group	<ul style="list-style-type: none"> <li>• Fast</li> <li>• Can be protected by law</li> <li>• Social aspect/group support</li> </ul>	<ul style="list-style-type: none"> <li>• May be difficult to get a loan for paying migration costs</li> <li>• Cost of borrowing can be high</li> <li>• Some require an application and collateral</li> </ul>

### Step 3. To borrow or not borrow (Training aid 2; Activity 4.2) – 15 minutes

Divide the participants into two groups and ask the groups to stand on opposite sides of the room. Using “**Training aid 2: Cards: To borrow or not borrow**,” distribute one “borrow” and one “do not borrow” card to each group. Then read out several example situations. The groups will have to decide 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 card with the correct answer. The first group to coordinate the clapping, stomping, and showing the correct response gets one point. The group with the highest number of points wins the game.

Read out loud these example situations.

Should you borrow or not borrow to:

- Pay for migration costs even if you do not expect to have money to pay it off – **DO NOT BORROW**
- Set up a business – **BORROW**
- Lend money to others – **DO NOT BORROW**
- Pay for the interest of another loan – **DO NOT BORROW**
- Buy equipment that you will need for your business – **BORROW**
- Buy the newest mobile phone to show off – **DO NOT BORROW**
- Borrow from a moneylender with high interest rate – **DO NOT BORROW**
- Buy a motorcycle for personal use – **DO NOT BORROW**



- Buy jewellery – *DO NOT BORROW*
- Buy bicycles for children so that they can go to school – *BORROW*
- Buy a mobile phone for emergencies and safety when working in another country – *BORROW*

After the game, ask participants to return to their seats to discuss the outcomes of the game. Focus the discussion on any questions where the two groups disagreed about whether or not it is appropriate to borrow money. Ask if there are instances where there could be both reasons to borrow and not borrow.

Explain that borrowing money can sometime be a good decision, but can also lead to problems and harmful situations. Encourage participants to share examples when borrowing can be good and when it can lead to harmful situations. Write their responses in two columns on a flipchart. Afterwards, explain some situations that they may have missed and correct mistakes. Ask participants to follow along in their **Save Smart financial planner – “To borrow or not borrow” (Activity 4.2)**.

In the end, your flipchart may look like this:

Helpful borrowing	Harmful borrowing
<ul style="list-style-type: none"> <li>• The interest rate is low</li> <li>• Borrowing to make money</li> <li>• Income will be higher than loan payment</li> </ul>	<ul style="list-style-type: none"> <li>• The interest rate is high</li> <li>• Borrowing to loan to others</li> <li>• Income will not be high enough to repay the loan.</li> </ul>

#### Step 4. Maya’s plan for financing her migration (Activity 3.1) – 15 minutes

Say the following to participants: Let’s have a look at Maya’s story again to see how she plans to finance her migration.

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

##### Maya’s plan to finance her migration

Maya asked around to double-check how much she should be paying to get a factory worker job in Thailand and the financing options available for migrant workers in her community. She confirmed that she needs THB15,500 to migrate. She and her husband have few assets, but they decided to sell Maya’s bicycle, sewing machine, and some farming tools to a neighbor for THB4,500 to cover part of Maya’s migration costs. They also have been saving money by cutting down their everyday family spending ever since they decided that Maya should migrate. They have now saved about THB1,000. Maya and her husband decide to take a THB10,000 loan from a local microfinance institution. Maya and her husband plan to repay the loan in one year by paying in THB1,000 installments every month. This is a big loan for Maya and her husband, but they prefer this option over taking an advance from the broker. This way, Maya will earn money from her first month at work and will be able to send money home every month.

Ask participants to fill in Maya’s plan to finance her migration costs in the **Save Smart financial planner “Maya’s migration costs worksheet” (Activity 3.1)** from the previous module. Now they will fill out the right two columns (Maya’s plan for financing her migration costs and amount). To demonstrate, add Maya’s plan in the same flipchart you used in Module 3.

In the end, your flipchart may look like this:

▶ Maya’s migration costs worksheet			
Maya’s migration costs	Amount (THB)	Maya’s plan for financing her migration costs	Amount (THB)
Recruitment fee	5,000	Selling bicycle, sewing machine, and farming tools	4,500
Job training	Free	Personal savings	1,000
Passport	2,000	Loan from a microfinance institution	10,000
Visa and work permit	4,000		
Medical examination	500		
Travel	2,000		
Non-Thai identification card (Pink card)	80		
Deposit (for repatriation)	1,000		
New personal items	920		
<b>Total costs</b>	<b>15,500</b>	<b>Total amount</b>	<b>15,500</b>

### Step 5. My plan for financing my migration (Activity 3.2) – 10 minutes

Ask participants to refer back to their own **“My migration costs worksheet” (Activity 3.2)** in their **Save Smart financial planner**. Now instruct participants to fill out the right two columns (my plan for financing migration costs and amount). Walk around among participants to see if anybody needs help completing their worksheet.



- Sometimes banks require collateral for a loan, but often assets, such as land, are owned by a man in the family and will not be in a woman's name. This means the loan must be provided to the man instead.

## **Step 7. Conclusion – 5 minutes**

*Conclude the module by emphasizing the following points:*

- Migration involves many costs, and it is important to think in advance how you can pay for these costs.
- There are different ways to pay for migration costs. Each option has its advantages and disadvantages. It is important to learn about these different options and discuss them with your family members. You may have to use more than one option to pay for your migration costs.
- Once you decide on a financing option, shop around and ask questions to find the best deal and to be informed. Remember that information is power! Try to choose the least expensive option(s), when possible. If you have to borrow money, try to avoid high interest loans and consider formal financial institutions, which may offer lower interest rates than local moneylenders.

# Module 5

## Smart spending and budgeting

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

1. Distinguish between needs and wants.
2. Create budgets for themselves and their families.
3. Understand the need for shared responsibility in managing money.

**Materials:** Training aid 3; Financial planner: Activity 5.1, 5.2; flipchart; markers; pencils; calculators.

**Duration:** 75 minutes

**Steps:**

1. Recognizing needs and wants (Training aid 3) – 20 minutes
2. Maya's monthly budget worksheet (Activity 5.1) – 25 minutes
3. My monthly budget worksheet (Activity 5.2) – 25 minutes
4. Conclusion – 5 minutes

### Step 1. Activity: Recognizing needs and wants (Training aid 3) – 20 minutes

Use **“Training aid 3: Picture cards: Recognizing needs and wants.”** Place the needs and wants picture cards on the floor and spread them out so the participants can see them. Explain the following:

- Very few people in the world have so much income that they can pay for everything they want to buy or do. Most of us must make difficult decisions and trade-offs, especially during times when our income does not cover all of our expenses. This activity is to discuss and recognize needs and wants.

Ask the participants to group the pictures into needs and wants. If participants cannot agree about an item, have them put it in an “uncertain” group. Explain that needs and wants may be different for women and men, and between migrants and their families.

At the end, ask participants:

- What do you think is the difference between something you need and something you want?
  - » *Explain:* A need is something that is a basic necessity you cannot do without. A want is something that is not needed for everyday survival.
- Which of these expenses can be reduced or eliminated?
  - » *Explain:* You can reduce wants. You can also change your habits and reduce some of your needs as well, such as the amount of electricity you use every day.
- What can you do with the money left over from reducing or eliminating expenses?
  - » *Explain:* Some examples are: pay back debt faster, use the extra money for an important investment like education, or save for the future.
- What kinds of needs and wants may be different for men or women migrant workers?
  - » *Explain:* There are some situations, for instance relating to health or safety, which may be more or less of a priority based on gender or age.

Conclude by summarizing:

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

## Step 2. Maya's monthly budget worksheet (Activity 5.1) – 25 minutes

Ask the participants "What is a budget?" *Explain by saying:*

- A budget is a plan that lays out what you will do with your money.
- There are three parts – income, expenses, and savings.
- To make a budget it is important to know "money in" (income) and "money out" (expenses).

Say: Let's again see how Maya is doing. She is working in Thailand now and is determined to save for her family's long-term goals.

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

### **Maya's monthly budget**

Maya has been working in a big factory in Thailand for about six months now. Maya works very hard in the factory putting fruit in cans for people to eat, and she often feels tired in the evenings. She misses her family, but feels happy when thinking about her and her husband's dream to expand her farm back home and send her children to secondary school.

Maya budgets her income and expenses each month to make sure she is saving enough to reach her goal. Maya earns the legal minimum wage at THB330 per day. As she works 26 days a month, her salary is THB 8,580 a month. Her employer also offered her overtime work at an hourly rate of one and a half times her normal pay. The overtime work makes her tired, but Maya feels happy because it is bringing her even closer to her goal. Maya tries to work four overtime hours a day to earn an extra THB247.50 a day, which makes her overtime pay THB6,435 a month.

Maya stays in a dormitory provided by her employer, which is not very nice but cheap at THB3,000 a month. She also pays THB500 for her utilities (electricity and water). Because she is staying at the employer's dormitory, Maya only has to pay THB400 a month for transportation to work. She also must pay 5 percent of her salary to social security (429 baht, or 5 percent of 8,580 baht). Her social security provides her health insurance, maternity allowance, unemployment protection, pension, child allowance, and insurance in cases of incapacity due to non-work related incidents and death. This month she also spent THB3,000 for her food and personal hygiene items, THB400 to top up her mobile phone, and THB300 to buy medicine for her occasional headaches. She also used THB200 to buy a new pillow to be able to sleep more comfortably, and THB86 to buy a new T-shirt to wear on Sundays when she has a day off.

This month, Maya's husband will be happy as he will receive a total of THB5,200 from Maya. This includes THB1,000 for their monthly repayment for the microfinance institution loan, THB2,700 for family expenses, and THB1,500 for saving for long-term goals in Maya and her husband's joint bank account.

Maya also puts aside THB1,500 for emergencies every month. This money she keeps in her personal locker in her dorm.

Ask participants to calculate Maya's migration costs on a monthly budget drawn onto a flipchart. They can work along in their **Save Smart financial planner** with "**Maya's monthly budget worksheet**" (**Activity 5.1**). To facilitate the discussion, ask the participants questions about Maya's income:

- What is Maya's salary this month? [8,580]
- Does she receive any other income? [6,435]
- What is Maya's total earnings this month? [15,015]

Then turn attention to Maya's expenses in Thailand:

- How much did she spend on rent? [3,000]
- And utilities? [500]
- What about transportation? [400]
- Social security? [5 percent of income, so 429]
- How much did she spend on food and personal hygiene? [3,000]
- Communication? [400 to top up her phone]
- Healthcare/medicine? [300]
- Did she have any other expenses? [Yes, 200 for a pillow and 86 for a T-shirt]

Then ask about the money that Maya sent home:

- Did Maya send any money home? [Yes, 5,200]
- How much was used for loan repayment? [1,000]
- How much for family expenses? [2,700]

Then ask about Maya's saving:

- Was Maya able to save any money for her long-term goals? [Yes, 1,500]
- Did Maya save any money with her? [Yes, 1,500 for her emergency fund]



In the end, the flipchart should look like this:

▶ Maya's monthly budget worksheet	
<b>Income</b>	<b>Amount (THB)</b>
Salary	8,580
Overtime pay	6,435
<b>Total income</b>	<b>15,015</b>
<b>Savings</b>	<b>Amount (THB)</b>
Savings for goals (in a bank account back home)	1,500
Savings for emergency funds (with Maya)	1,500
<b>Total savings</b>	<b>3,000</b>
<b>Expenses</b>	<b>Amount (THB)</b>
▶ Maya's necessary spending (Needs)	
Rent	3,000
Utilities	500
Transportation	400
Social Security	429
Food and hygiene	3,000
Communication (phone)	400
Healthcare/medicine	300
Other:	
▶ Necessary spending back home (Needs)	
Loan repayment	1,000
Family expenses	2,700
Other:	
<b>Sub-total (Needs)</b>	<b>11,729</b>
▶ Optional spending (Wants)	
T-shirt	86
Pillow	200
<b>Sub-total (Wants)</b>	<b>286</b>
<b>Total expenses</b>	<b>12,015</b>
<b>Income – Savings = Expenses</b>	

### Step 3. My monthly budget worksheet (Activity 5.2) – 25 minutes

Ask participants to refer to their Save Smart financial planner “**My monthly budget worksheet**” (Activity 5.2). Ask them to fill in their own budget. Walk around among participants to see if anybody needs help with completing their worksheet. Explain that it’s okay to leave sections of the budget blank if participants do not yet have all the required information.

▶ My monthly budget worksheet	
<b>Income</b>	<b>Amount (THB)</b>
<b>Total income</b>	
<b>Savings</b>	<b>Amount (THB)</b>
Savings for goals	
Savings for emergency funds	
<b>Total savings</b>	
<b>Expenses</b>	<b>Amount (THB)</b>
▶ My necessary spending (Needs)	
Rent	
Utilities	
Transportation	
Social Security	
Food and hygiene	
Communication (phone)	
Healthcare/medicine	
Other:	
▶ Necessary spending back home (Needs)	
Loan repayment	
Family expenses	
Other:	
<b>Sub-total (Needs)</b>	
▶ Optional spending (Wants)	
<b>Sub-total (Wants)</b>	
<b>Total expenses</b>	
<b>Income – Savings = Expenses</b>	

## Step 4 Conclusion – 5 minutes

*Conclude the module by emphasizing the following points:*

- You should recognize the difference between needs and wants to help you save for your savings goals.
- Put savings in your monthly budget.
- Budgeting and saving should be a shared responsibility of everyone in the family.
- Stick to the budget as much as possible!

# Module 6

## Saving

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

1. Discuss the concept of saving.
2. Learn about different ways for saving money.
3. Create a concrete savings plan for financial goal(s).

**Materials:** Training aid 4; Financial planner: Activity 6.1, 6.2, 6.3; flipcharts; markers; pencils; calculators.

**Duration:** 90 minutes

**Steps:**

1. Energizer – 10 minutes
2. Saving – 15 minutes
3. Ways to save (Training aid 4) – 15 minutes
4. Advantages and disadvantages of savings options (Activity 6.1) – 15 minutes
5. Accessing savings services – 10 minutes
6. Maya's savings goals worksheet (Activity 6.2) – 10 minutes
7. My savings goal(s) worksheet (Activity 6.3) – 10 minutes
8. Conclusion – 5 minutes

### Step 1. Energizer – 10 minutes

*Explain that you will read some statements out loud. Ask participants to stand up if a statement is true for them. If not, they should remain seated. All standing participants should sit down after each question. Check if participants understand by demonstrating these three practice example statements.*

Stand up if you:

- Like to eat sweets.
- Enjoy watching TV.
- Plan to spend any money today.

Repeat the activity by reading the following statements.

Stand up if you:

1. Have any money saved now.
2. Have saved for something in the past.
3. Wish you had money saved.
4. Know how much money you have in your pocket right now.
5. Like to spend money.
6. Plan ahead for how you will spend the money you have.
7. Wish you had more money.
8. Know the amount of money you need for the week.
9. Know the amount of money you need for the month.
10. Have confidence that you can reach a savings goal.

## Step 2. Saving – 15 minutes

Explain the following to the participants:

- Saving is not the opposite of spending.
- Saving means “to preserve for future use.”
- Saving is something you actively do.
- Deciding how much money to save is an important part of keeping a budget.
- We must be able to save on a regular basis to meet any short-term or long-term financial goals that we have.
- Savings are also very important in order to be able to cover emergencies.

Share the following tips for successful saving:

- Spend less than what you earn.
- Pay off your debts first before saving.
- Save before you spend. Then spend what is left after saving. Calculate your income minus savings to see how much you can spend. (Income – Savings = Expenses)
- Recognize the difference between needs and wants.
- Start saving early so you have enough time to save to reach your goal.
- Consider a percentage of your income to save, for instance 10 percent of your income. Then make sure to follow through.
- Write down your saving goals and stick to your financial plan.
- Choose the safest savings method.

## Step 3. Ways to Save (Training aid 4) – 15 minutes

Ask the participants to divide into two or four groups. Pass out “**Training aid 4: Picture cards: Ways to save.**” Give one or two picture cards to each group. Explain each card indicates a way for someone to save. Allow the groups five minutes to discuss. Then ask the participants:

- How are these people saving their money?
- How do you save your money?
- Do you know what a bank is? Do you have a bank account?
- Do you know what a savings group is? Do you have one in your community?

Now explain the different ways to save.

- A **formal savings** institution, like a bank or regulated microfinance institution, is regulated by a government agency to ensure the safety of savings, and can earn interest over time.
- **Informal savings** are savings you manage yourself or with others in your village and are not protected by the government. This includes keeping cash, jewellery, or livestock as well as village saving groups and microfinance groups.

Now ask the participants to look at their picture cards again and decide whether the picture cards show a formal or informal way to save.

## Step 4. Advantages and disadvantages of savings options (Activity 6.1) – 15 minutes

Ask the participants to share examples of formal and informal ways to save. Include the participants' responses on a flipchart. Then ask for examples of advantages and disadvantages of each way of saving (formal and informal) and add these to the flipchart. Ask participants to follow along in their **Save Smart financial planner** to "**Advantages and disadvantages of savings options**" (Activity 6.1).

In the end, your flipchart may look like this:

	Formal	Informal
Way to save	<ul style="list-style-type: none"> <li>• Banks</li> <li>• Regulated microfinance</li> </ul>	<ul style="list-style-type: none"> <li>• Savings group</li> <li>• Unregulated microfinance</li> <li>• Cash or physical assets</li> </ul>
Advantage	<ul style="list-style-type: none"> <li>• Safe</li> <li>• Can earn interest</li> <li>• Easy to send and receive money</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to access and be member</li> <li>• Can gain value</li> <li>• Harder to spend</li> </ul>
Disadvantage	<ul style="list-style-type: none"> <li>• May charge fees</li> <li>• Opening a bank account can be complicated</li> </ul>	<ul style="list-style-type: none"> <li>• Risky, can lose money</li> <li>• Assets can change prices</li> <li>• Harder to turn into cash</li> </ul>

Now ask the participants the following:

- What savings services are safer than others? Why?
- What bad things can happen to your savings?
- What experiences do you have with formal and informal ways to save money?

## Step 5. Accessing savings services – 10 minutes

Ask participants the following questions:

- Do you feel you have access to financial institutions, such as banks or insurance companies? Why or why not?

Explain that, as discussed before, due to social norms or family dynamics, women may have a harder time accessing financial institutions than men. As a result, women are less likely to use formal ways to save or sometimes have to rely on male relatives to help them save their money.

### Step 6. Maya’s savings goals worksheet (Activity 6.2) – 10 minutes

Ask participants to find “**Maya’s savings goals worksheet**” (Activity 6.2) in their **Save Smart financial planner**. Explain that this worksheet will help participants calculate how much Maya should save each month to reach her first goal. To help participants, create the worksheet as an example on a flipchart. It should look like this:

▶ Maya’s savings goals worksheet		
	Description	Maya’s goals
<b>Savings goals</b>	What are Maya’s goals?	Expand the farm, buy a new camera, and send two children to school
<b>Cost of goals</b>	How much money does Maya need?	THB114,000
<b>Number of years to save</b>	How many years away is Maya’s goal?	8 years
<b>Required yearly savings</b>	Total amount divided by number of years to save.	THB14,250
<b>Required monthly savings</b>	Required yearly savings divided by 12.	THB1,187.50

### Step 7. My savings goal(s) worksheet (Activity 6.3) – 10 minutes

Ask the participants to refer to their “**My dream map for financial goals**” (Activity 1.2) in their **Save Smart financial planner**. Ask participants to review their dream maps and their short- and long-term goals. Ask them to also look at the financial amount required for their goals and the number of years to reach their goals.

Now ask the participants to find their “**My savings goal(s) worksheet**” (Activity 6.3). Ask the participants to fill out the worksheet based on their own financial goals. If they have several financial goals, ask the participants to calculate how much they need for each goal and add the amounts together for the total savings needed. Guide the participants by walking around the room and helping if they have any questions.

## ► My savings goal(s) worksheet

	Description	Maya's goals
<b>Savings goal(s)</b>	What is/are my goal(s)?	
<b>Cost of goal(s)</b>	How much money do I need?	
<b>Number of years to save</b>	How many years away is/are my goal(s)?	
<b>Required yearly savings</b>	Total amount divided by number of years to save.	
<b>Required monthly savings</b>	Required yearly savings divided by 12.	

### Step 8. Conclusion – 5 minutes

Conclude the module by emphasizing the following points:

To make sure that you are able to save, you should:

- Have a monthly savings goal, for example 10 percent of your income, and try to stick to your plan. Discuss your savings plan with your family to make sure they support your plan.
- Choose the safest method possible to save.
- Remember the difference between needs and wants in order to reach your savings goals.



# Module 7

## Protecting yourself: Emergency fund and insurance

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

1. Understand the importance of protecting oneself from accidents, illnesses, or disability.
2. Know about setting up an emergency fund.
3. Understand the concept of insurance.

**Materials:** Training aid 5, 6; Financial planner: Activity 7.1, 7.2, 7.3; flipcharts; markers.

**Duration:** 90 minutes

**Steps:**

1. Role play: Protection steps (Training aid 5) – 15 minutes
2. Protection steps for common risks (Training aid 6; Activity 7.1) – 20 minutes
3. Protection umbrella: Protecting yourself from risks (Activity 7.2, 7.3)– 15 minutes
4. Starting an emergency fund – 15 minutes
5. Insurance protection – 20 minutes
6. Conclusion – 5 minutes

### Step 1. Role play: Protection steps (Training aid 5) – 15 minutes

Divide the participants into two groups and provide each group with a role-play story from the **“Training aid 5: Role-play: Protection steps.”** Explain that they will be role-playing stories about two migrant workers and how they view the risks they may face in the future. The two role-play stories are the “No worries” story and the “Better safe than sorry” story. Ask each group to provide volunteers to perform the role-play scenarios.

Once the role-plays are finished, give a round of applause and thank the participants for their participation. Then, ask all the participants the following questions:

- What happened in these stories?
- Which family believes that protection steps are important? Why do you think they want to take protection steps?
- Which family believes that protection steps are not important? Why do you think they do not want to take protection steps?

Summarize the activity by saying:

- In this role-play, one family is taking protection steps while the other is not.
- Protection steps are important because they can help families reduce losses that could result from a risk.
- A risk is the possibility of a loss or injury. Some common risks are injury, theft, blackmail, and contract termination. Migrant workers can face risks along the migration cycle before they depart, during travel, at the destination, and on transit when they return.
- Protection steps like saving for an emergency may help families have a sense of security and peace of mind.
- Cultural norms and beliefs play a big role in determining people's attitudes towards risk.

## Step 2. Protection steps for common risks (Training aid 6; Activity 7.1) – 20 minutes

Divide the participants into five groups and provide each group a risk card from "**Training aid 6: Picture Cards: Protection steps for common risks.**" Explain that the participants have ten minutes to discuss the following questions in their groups:

- What risk is the migrant worker facing in this card?
- How will this situation affect his or her income and expenses?
- What protection steps do you recommend to reduce the potential financial losses?

After ten minutes, invite a volunteer from each group to share their responses to the questions. Encourage volunteers to list as many protection steps as possible. Record their ideas on a flipchart. Ask participants to follow along in their **Save Smart financial planner – "Protection steps for common risks" (Activity 7.1)**.

In the end, your flipchart may look like this:

Type of risk	Protection steps
Illness (Risk card 1)	<ul style="list-style-type: none"><li>• Have accident insurance or emergency fund</li></ul>
Accident (Risk card 2)	<ul style="list-style-type: none"><li>• Have medical insurance or emergency fund</li></ul>
Financial risk (Risk card 3)	<ul style="list-style-type: none"><li>• Keep your money safe in a bank or a locker</li></ul>
Contract termination (Risk card 4)	<ul style="list-style-type: none"><li>• Have an emergency fund to support yourself and your family while looking for a new job</li></ul>
Theft (Risk card 5)	<ul style="list-style-type: none"><li>• Keep your money safe in a bank or a locker</li><li>• Be informed of your embassy's contact information and organizations that can help</li></ul>

Explain to participants that the concepts of insurance and an emergency fund are possible protection steps and that these concepts will be discussed in-depth later.

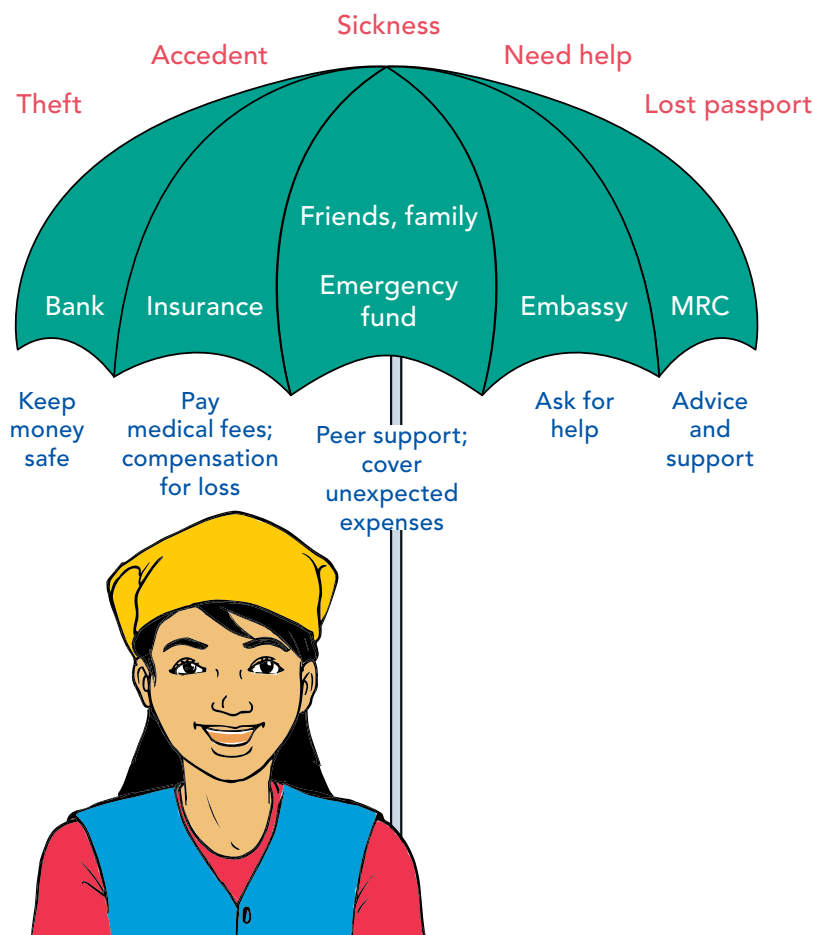
Also explain to participants that women and men may face different risks or require different protection steps. For example, women may require health insurance due to different health needs, such as with pregnancy, or if there are higher risks of sexual and gender-based violence. Explain that women and men may work in different types of jobs, some more male-dominated and others more female-dominated jobs. This means they may also experience different risk related to their jobs and different protection steps may be needed.

### Step 3. Protection umbrella: Protecting yourself from risks (Activity 7.2, 7.3) – 15 minutes

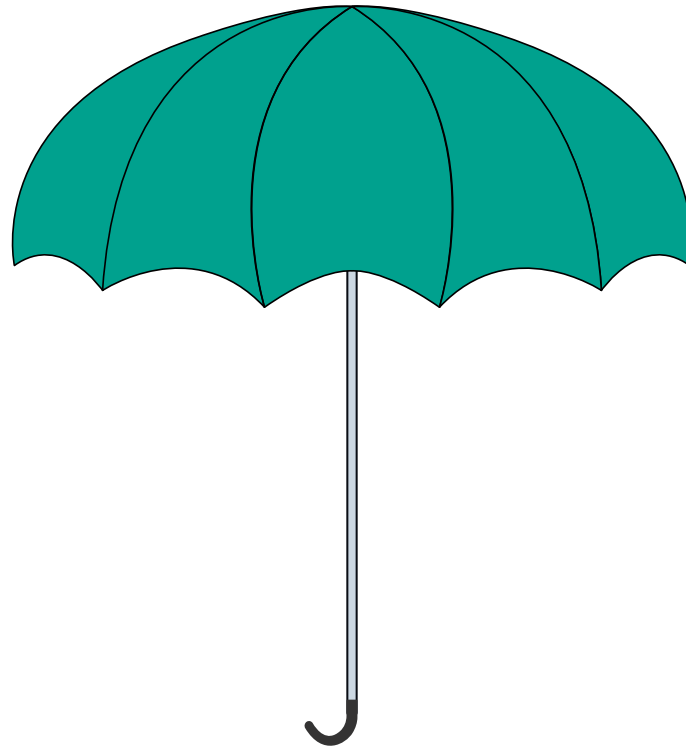
Draw a picture of an umbrella on a flipchart. Ask participants to follow along in their **Save Smart financial planner** with “**Maya’s protection umbrella**” (Activity 7.2). Fill in the umbrella on the flipchart as you explain the following to participants:

- This umbrella will protect Maya from some of the risks she may face. First, above the umbrella, let’s write or draw some potential risks she may face.
- Now, on the umbrella, we will write or draw Maya’s protection steps.
- Now, we will write how these protection steps can keep Maya safe under the umbrella.
- Now, let’s draw a happy picture of Maya holding the umbrella.

In the end, your flipchart may look like this:



Now ask participants to complete the “**My protection umbrella**” (Activity 7.3) in their **Save Smart financial planner** based on their own risks and protection steps. After the participants complete their umbrellas, invite all the participants to stand in a circle. Ask them to place their umbrella on the floor. Now ask participants to walk around in a circle and look at each other’s umbrellas. Encourage participants to ask each other questions for clarification.



#### **Step 4. Starting an emergency fund – 15 minutes**

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

##### **Maya’s emergency fund**

Maya made a budget with her family before migrating abroad and agreed that she would keep ten percent (around 1,500 baht every month) of her earnings with her for emergencies. One day she received a phone call from her husband who said that Maya’s parents were demanding she send more money home. She was tempted but remembered that she had already sent the amount allocated in her budget. She felt very sad so she went to the bank to withdraw all her savings, and sent her savings to her parents. Unfortunately, when Maya went to pick up her wages for that month, her employer said that she would get paid next month instead. However, Maya needed to pay for her monthly expenses. Even though Maya asked others for help, no one could help her. Her employer did pay her for both months a month later, but that month was very hard for Maya because she had sent all the money she had saved for emergencies.

*Ask the participants:*

- What happened to Maya in this story?
- Was Maya's decision to send more money to her parents good or bad?
- How could she have protected herself better?

*Summarize the discussion by emphasizing the following points:*

- Emergencies happen at the most unexpected of times. To prepare for an emergency, you and your family can start an emergency fund.
- An emergency fund is a protection step. An emergency fund is money you save and only use for a crisis.
- It is recommended that your total emergency fund is three times your average monthly income, but you can decide a different amount to save for your emergency fund.

## **Step 5. Insurance protection – 20 minutes**

*Tell participants that the next story is an example of insurance. The following story is in the financial planner. Ask participants to read along as you read the story out loud:*

*Ask the participants:*

- What happened to Maya in this story?
- Do you know what insurance is?
- How does insurance work?
- What is the difference between insurance and an emergency fund?

*Explain to participants:*

- Insurance is an arrangement with a company that will pay a person large amounts in case of future illness, accident, disability, death, or loss of property in return for regular payments of a premium.
- The premium is a regular payment made by a person to the insurance company. The amount the insurance company will pay depends on how much the person pays for their premium. Large premiums will receive higher compensation in case of accidents or death.

*Then ask:*

- What insurance coverage is available for migrant workers leaving your country?
- What insurance coverage is available for migrant workers in the destination country?

*Explain to participants:*

Before you choose the best insurance policy for yourself and your family, you should:

- Require the insurance provider to explain the terms and conditions of the insurance.
- Feel comfortable asking questions.
- Ensure that you fully understand the terms and conditions.
- Shop and compare different insurance options.

## Step 6. Conclusion – 5 minutes

*Conclude the module by emphasizing the following points:*

1. You and your family can encounter many risks which protection steps can minimize.
2. An emergency fund is an important protection step. It is good to regularly set aside money for emergencies.
3. Find out more about insurance policies available for migrant workers leaving your country and in the destination country. Insurance reduces vulnerability by replacing potentially large losses with small payments.

# Module 8

## Sending money home

**At the end of the module, the participants will be able to:**

1. Understand the reasons for sending money home.
2. Consider how to make the most of their remittances.
3. Decide the best way to send home their money.

**Materials:** Financial planner: Activity 8.1, 8.2, 8.3; flipcharts; markers.

**Duration:** 90 minutes

**Steps:**

1. Reasons for sending money home (Activity 8.1) – 5 minutes
2. Making the most of your remittances – 10 minutes
3. Ways to send your money (Activity 8.2) – 30 minutes
4. SaverAsia (Activity 8.3) – 30 minutes
5. Conclusion – 5 minutes

### Step 1. Reasons for sending money home (Activity 8.1) – 5 minutes

Explain that the term for money sent back home from a migrant worker is called a “remittance.” Ask the participants:

- In what way can the remittances migrants send home be used?

Record their answers on a flipchart. Ask the participants to follow along in their **Save Smart financial planner** – “Ways to use money sent home” (Activity 8.1).

In the end, your flipchart may look like this:

### Ways to use money sent home

- Send siblings or children to school
- Provide for basic needs of the family
- Build a house
- Buy a motorcycle
- Pay off debt
- Invest in a business
- Save for future goals

## Step 2. Making the most of your remittances – 10 minutes

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

### Where is Thida's money?

Maya is close to completing her two-year contract. She is happy because she has been able to regularly send money to her husband to save for expanding their farm and sending their children to school. However, she got a bit worried after receiving a message from her friend Thida who recently returned home after working abroad for two years.

Thida told Maya that while Thida was away her husband became friends with a neighbor who has been helping him to take care of their children. Thida's husband started to support the neighbor's children because the neighbor is a widow, and now there is no money left to support Thida's dream. Thida told Maya that she is feeling very sad and confused, and doesn't know what to do next. Should she migrate again to start saving again? What if the same happens to her again? Maya sent a message to comfort her friend Thida, but she feels very sad for her.

Maya then calls her own husband to check that everything is well and her own savings are safe in the bank. Maya is very happy that she and her husband jointly agreed on a family saving plan before Maya left overseas, and that both of them have been following the plan each month. Because Maya and her husband planned their saving and budgeting together before migration, Maya and her husband are close to reaching their long-term goals together.

Ask the participants:

- What happened to Thida?
- What could Thida have done differently?
- What do you think Maya did differently than Thida?
- What issues need to be discussed with the family before migrating?
- How can migrants and family members make the most of remittances?



After their responses, explain to the participants the following:

- Migrants and family members need to jointly agree on a budget and savings plan before migration, share the benefits of remittances, and not rely on remittances as the only income.
- Migrants should manage expectations, discuss how money is used, and learn to say “No!”

Now ask if men and women face different challenges with sending money home. Sometimes the family dynamics of who earns and who spends money changes. Remind participants it is important to have a plan for spending and saving money that everyone in the family agrees to.

### Step 3. Ways to send your money (Activity 8.2) – 30 minutes

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

#### Where is Maya’s money?

One evening, Maya received a call from her sister. Maya’s sister’s child is sick, and she asked Maya for THB500 to buy medicine for the child. Maya’s sister lives in a city across the border from where Maya is working, and she asked if Maya could send some money to her.

Maya asked other workers at the factory and they recommended she send money using the local nainaa, a money broker that can send money to many villages back home. Maya went to the nainaa and he said he could send the 500 baht to her sister’s village for a small fee. Maya agreed to this and went back to her dormitory and went to sleep.

Maya checked with her sister 12 hours later but she had not yet received the money. Maya thinks the nainaa is an honest man, but she doesn’t know the person in her sister’s village who was supposed to receive and deliver the money. Was there a better way to send money home to help Maya’s sister?

Ask the participants:

- What happened to Maya in this story?
- What could Maya have done differently?
- What are different ways for sending money home?

Explain to the participants the following:

- **Informal remittance service providers** are organizations or people that are not regulated or supervised by the government. This includes retail shops and couriers, or even a friend or middleman, that will help you send your money back home for a fee.
- **Formal remittance service providers** are organizations that are regulated or supervised by the government. This includes money transfer operators, commercial and rural banks, microfinance institutions, and cooperatives.

Ask the participants to share examples of formal and informal remittance service providers. Ask a participant to volunteer and write the responses on a flipchart. Now ask participants to consider the advantages and disadvantages of formal and informal remittance service providers. Summarize their

responses on a flipchart. Ask participants to follow along in their **Save Smart financial planner – “Ways to send your money” (Activity 8.2)**.

In the end, your flipchart may look like this:

Remittance provider	Advantages	Disadvantages
▶ Formal		
<ul style="list-style-type: none"> <li>• Banks</li> <li>• Microfinance institutions</li> <li>• Cooperatives/credit unions</li> <li>• Mobile payment service providers</li> <li>• Money exchange operators</li> <li>• Recruitment agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Security (money is safe)</li> <li>• Can use the service provider for other financial services, like savings</li> <li>• Reliability</li> <li>• Privacy</li> <li>• Protected by the government</li> <li>• Access to financial advice</li> </ul>	<ul style="list-style-type: none"> <li>• May be expensive</li> <li>• Often requires the sender to have a passport or identity card</li> <li>• Far away from rural areas</li> <li>• Restricted hours</li> </ul>
▶ Informal		
<ul style="list-style-type: none"> <li>• Retail stores</li> <li>• Money exchange booths</li> <li>• Taxis/vans/other</li> <li>• Transportation providers</li> <li>• Friends and family</li> <li>• Individuals</li> </ul>	<ul style="list-style-type: none"> <li>• May be run by people you know/trust</li> <li>• Does not need an application</li> <li>• May be easier to reach</li> <li>• May be quicker/cheaper to transfer money</li> </ul>	<ul style="list-style-type: none"> <li>• May be unsafe for remittances</li> <li>• May be expensive</li> <li>• May be breaking the law</li> </ul>

#### Step 4: SaverAsia (Activity 8.3) – 30 minutes

Introduce the participants to SaverAsia. Explain to participants:

- SaverAsia is a website that helps migrant workers find the cheapest rates and money-saving options for sending their money home.
- This helps migrant workers make better decisions with their money.

Explain that the SaverAsia website provides migrant workers with:

- Money transfer price comparison information, allowing migrant workers to save money when sending home remittances.
- Information on financial services, courses, and trainings in migrant workers’ country of origin and destination.
- General information on local resources and services to help migrant workers before and during their time in their destination country.

Ask participants to access the website [www.SaverAsia.com](http://www.SaverAsia.com) on their mobile phones, if possible. SaverAsia is also available as an app in some countries and languages.

Now, using their mobile phones and the **“Guide to SaverAsia” (Activity 8.3)** in their **Save Smart financial planner**, ask participants to practice using SaverAsia. Request the participants to:

- Find the money transfer comparison function and compare sending THB5,000 to their home currency.
- Review the list of live rates and offline rates for different available services.
- Write down the cheapest and most expensive services.
- Write down the amount they would receive (after fees) with the cheapest service and the most expensive service.

Encourage participants to ask questions, especially if they are having difficulty using SaverAsia. Once all the participants have finished the activity, ask the group to share and compare results.

## **Step 5: Conclusion – 5 minutes**

Conclude the module by emphasizing the following points:

- There are many reasons to send remittances home. Make sure everyone in the family is clear and in agreement on how the remittances will be spent.
- Migrants should manage expectations, discuss how money is used, and learn to say “No!”
- Migrants and family members must have a budget, share the benefits of remittances, and not rely on remittances as the only income.
- There are many ways to send money home. It is important to know the available options and their advantages and disadvantages before choosing how to send money home. SaverAsia is one tool that can help migrants in deciding how to send remittances.

# Module 9

## Financial planning

**At the end of the module, the participants will be able to:**

1. Assess their financial goals, migration costs, and budget in a realistic manner.
2. Apply financial planning strategies to help achieve their goals.

**Materials:** Financial planner: Activity 1.2, 3.2, 6.3, 5.2; pencils; calculators.

**Duration:** 45 minutes

**Steps:**

1. Conclusion to Maya's story – 5 minutes
2. Review financial goals, costs, savings, and budget (Activity 1.2, 3.2, 6.3, 5.2) – 35 minutes
3. Conclusion – 5 minutes

### Step 1. Conclusion to Maya's story – 5 minutes

The following story is in the financial planner. Ask participants to read along as you read the story out loud:

#### Maya returns home

After working abroad for two long years, Maya is very excited to return home. She has missed her family so much and can't wait to see how much her two children have grown. She is also excited to see her husband again and discuss with him how they will use the money they have saved to reach their dreams. The work in the factory was very hard, and there were many accidents that were expensive and made Maya want to give up and return home early. Now she is glad that she took care of her own health and emotional needs so that she did not give up and has now saved so much. For two years, Maya was able to save THB1,500 every month. Now she has saved a total of THB36,000. Also, even though Maya relied on her emergency fund a few times, she also has THB8,000 left over from her emergency savings that she will now use for her business or her own dreams back home. Maya's migration story was not always easy or happy, but migration was the right decision for her. She will be able to achieve some of her dreams and she believes her future will be happier too.

## Step 2. Review financial goals, costs, savings, and budget (Activity 1.2, 3.2, 6.3, and 5.2) – 35 minutes

Ask the participants to refer to their **Save Smart financial planner** worksheets “**My dream map for financial goals**” (Activity 1.2), “**My migration costs worksheet**” (Activity 3.2), “**My savings goal(s) worksheet**” (Activity 6.3), and “**My monthly budget worksheet**” (Activity 5.2). Ask the participants to:

- Review your worksheets. Review whether the migration costs, expected income, and expenses listed will allow you to reach the financial goals you listed in your dream map.
- Now that we’ve discussed new information, you may want to adjust some of your financial goals, costs, or savings, or change your budgets to include insurance, an emergency fund, etc.

Suggest to participants that if their income is not enough to achieve their financial goals, there are four ways that participants can consider changing their financial planning. They are:

### 1. Increase income

- Is there a way that the family will be able to increase its income?
- Is there a way that the migrant can earn more in the destination country? An example of this is developing new skills for a higher paying job.

### 2. Decrease expenses

- Is there a way the family can decrease expenses?
- Is there a way to decrease migration costs?

### 3. Decrease the amount of the goal

- Can you achieve your goal with a lower amount?

### 4. Increase the number of years to achieve the goal

- Can you achieve your goal by saving for a longer period of time?

Ask the participants:

- Do you feel any of the above strategies are realistic for your goals?
- Do you feel comfortable discussing these options with your family?
- How will they react to these options?
- Can you and your family combine more than one option?

Now ask participants to adjust their worksheets. Walk around among participants to see if anybody needs help with adjusting their worksheets or has questions.

## Step 3. Conclusion – 5 minutes

Conclude the module by emphasizing the following points:

- Always remember your financial goals and adjust your income and expenses so that you can meet your goals.
- If supporting family is part of your goals, make sure that every family member is responsible for the family’s savings.

Goal setting, budgeting, borrowing, saving, and paying off debts should be the responsibility of everyone that depends on the income. Involving the whole family ensures that everybody is aware of the importance of minimizing expenses and contributing to savings.

# Closing session

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

1. Recall the key points from the training modules.
2. Congratulate themselves for improving their financial literacy.
3. Feel confident to seek further advice, if needed.

**Materials:** Training aid 7; pencils.

**Duration:** 25 minutes

**Steps:**

1. Key learning points – 10 minutes
2. Closing remarks – 10 minutes
3. Training evaluation and feedback (Training aid 7) – 5 minutes

## Step 1. Key learning points – 10 minutes

*Share with participants that this short session will conclude the training course. Ask them to share a few key points that they learned from this training.*

*You may supplement points mentioned by participants by highlighting some of the following points:*

- Successful migration starts with having a specific goal.
- Everybody, both women and men, young and old, should be involved in setting their own financial goals and decisions.
- Migration involves many benefits, but also many risks. Migrating through irregular channels may be less cumbersome, but it is also much more risky. It is important to be aware of the risks and pitfalls of irregular migration. Irregular migration breaks the law.
- Find out information on the costs of migration before you decide where and how you migrate.
- There are many ways to pay for migration costs. It is important to learn about these different options and discuss them with your family members.
- Learn to recognize the difference between needs and wants to save for your savings goals.
- It is good to make saving a monthly habit. Include saving in your monthly budget.
- Setting up an emergency fund and having insurance are important protection steps for migrant workers. Find out more about insurance policies available for migrant workers leaving your country and in your destination country.

- Make sure everyone in the family is clear and in agreement on your savings plan and how the remittances will be spent.
- There are many ways to send money home. It is important to know the available options and their advantages and disadvantages before choosing how to send money home.
- Involving the whole family in goal setting, budgeting, borrowing, saving, and paying off debts ensures that everybody is aware of the importance of minimizing expenses and contributing to savings.

## Step 2. Closing remarks – 10 minutes

*End the training with short closing remarks.*

- Thank the participants for joining the training, and congratulate them for building their financial literacy skills.
- Encourage participants to continue finding information to support their financial decisions, including whether to migrate, and welcome them to return to the MRC for advice.
- Wish them good luck in their efforts to reach their financial goals.

## Step 3. Training evaluation and feedback (Training Aid 7) – 5 minutes

*Provide each participant **Training aid 7**, the form “**Training evaluation and feedback.**” Ask the participants to consider completing the training evaluation to help the trainers improve for future trainings. Explain that the training evaluation is voluntary and anonymous.*

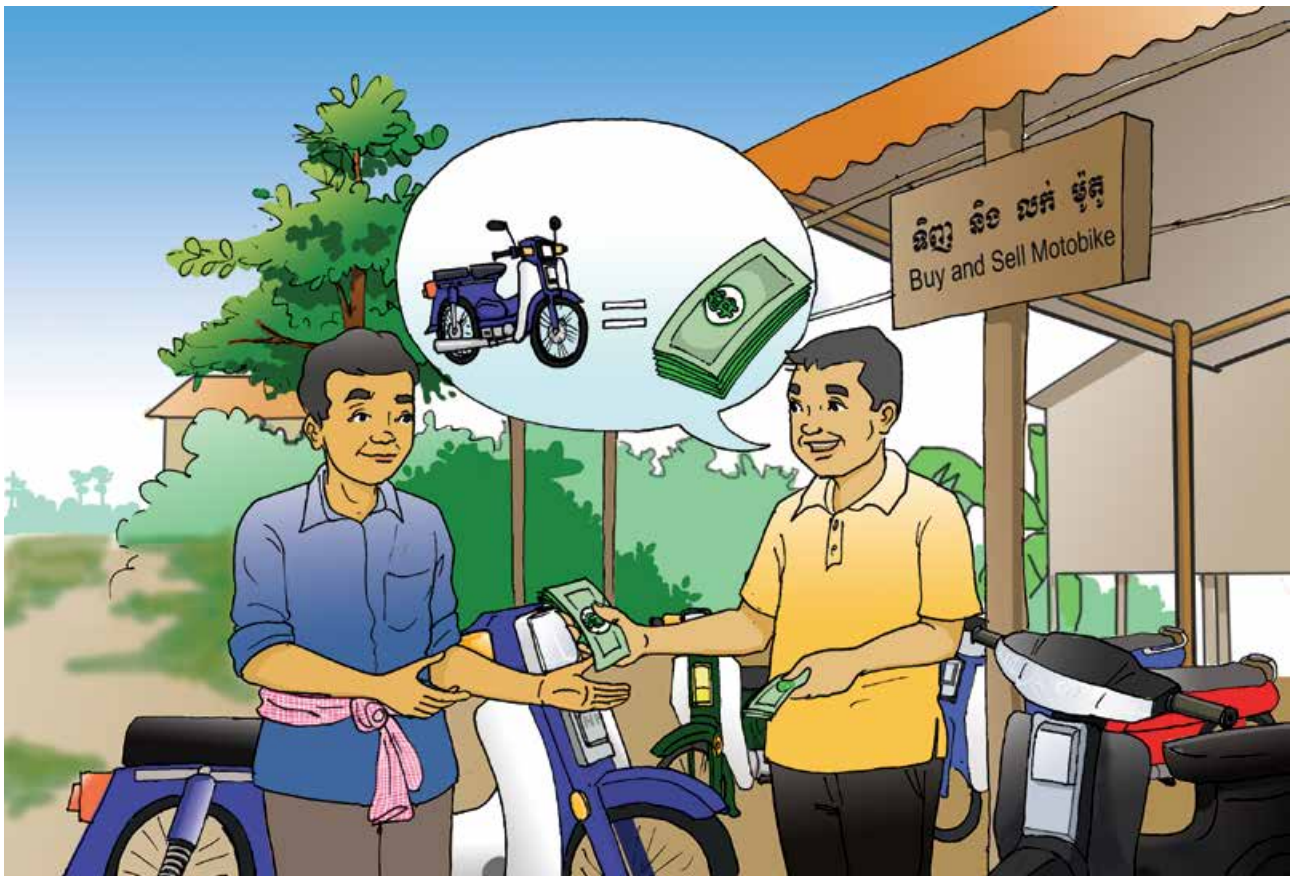
# Training aids

## Training aid 1: Picture cards: Financing migration costs

### ▶ Story 1

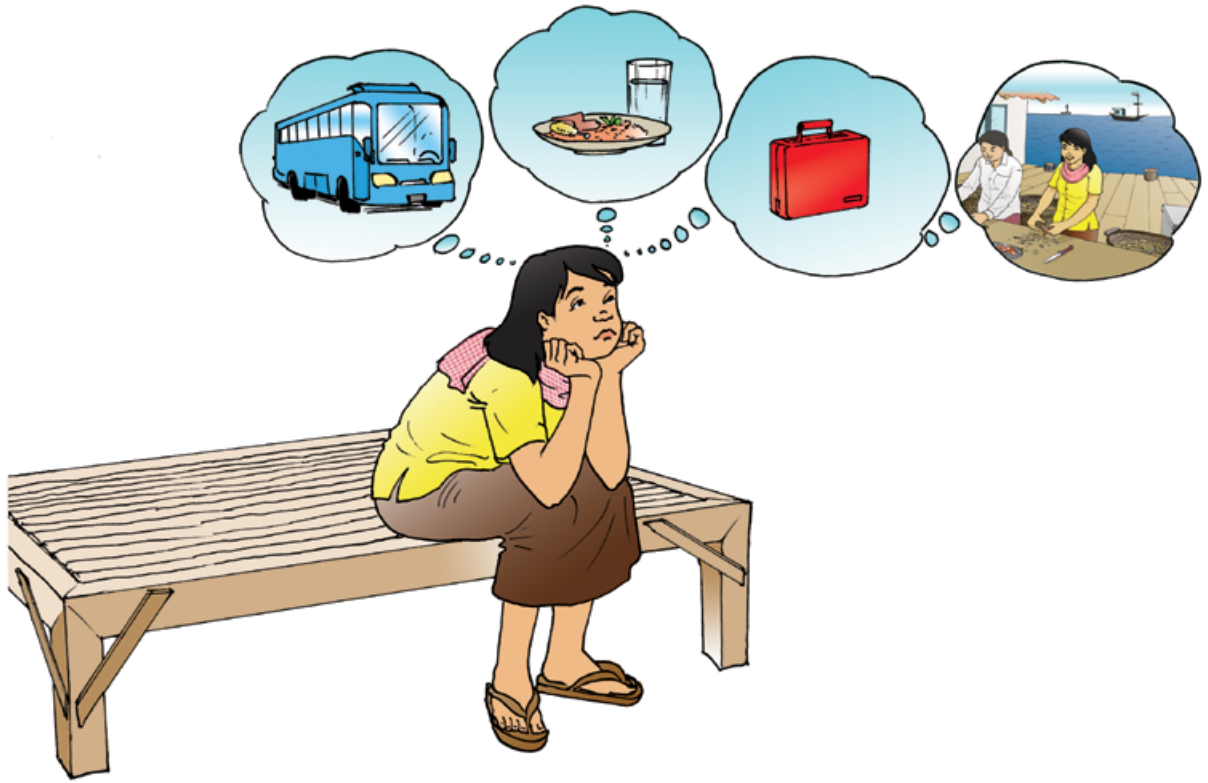




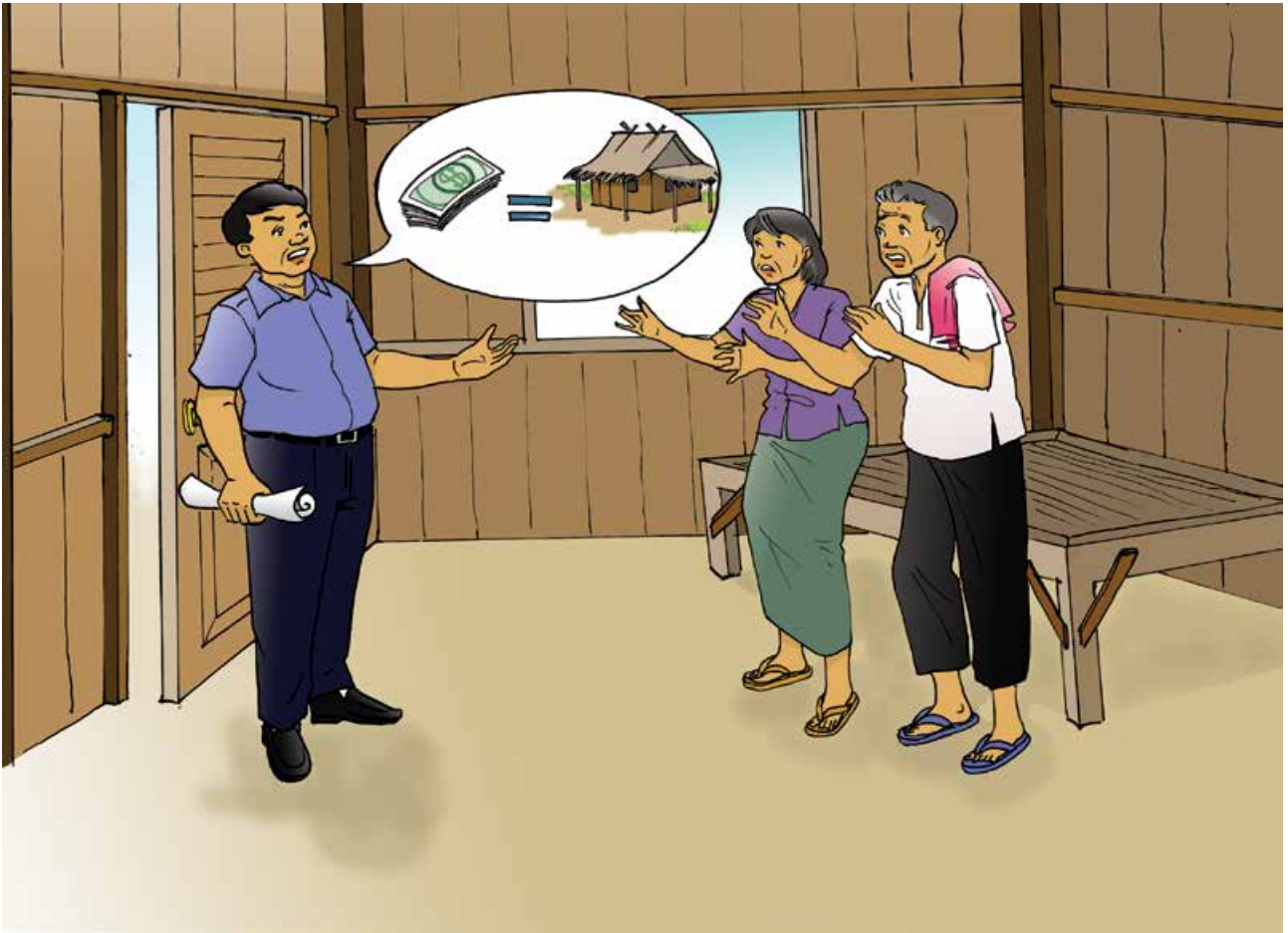






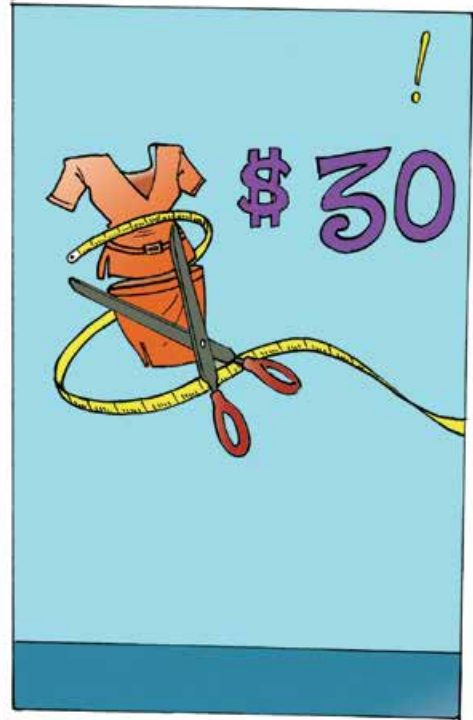


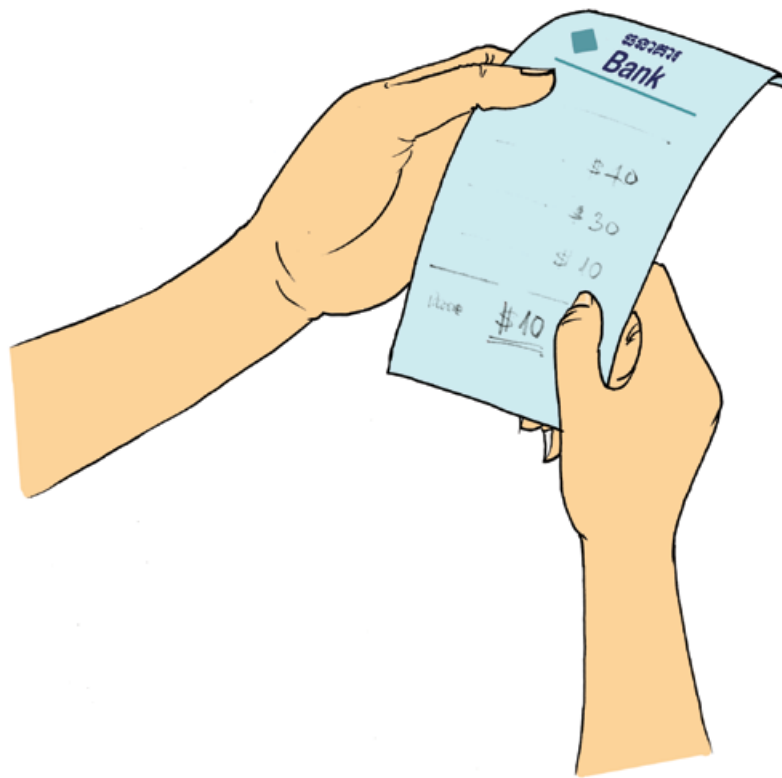




► Story 3











▶ Story 4

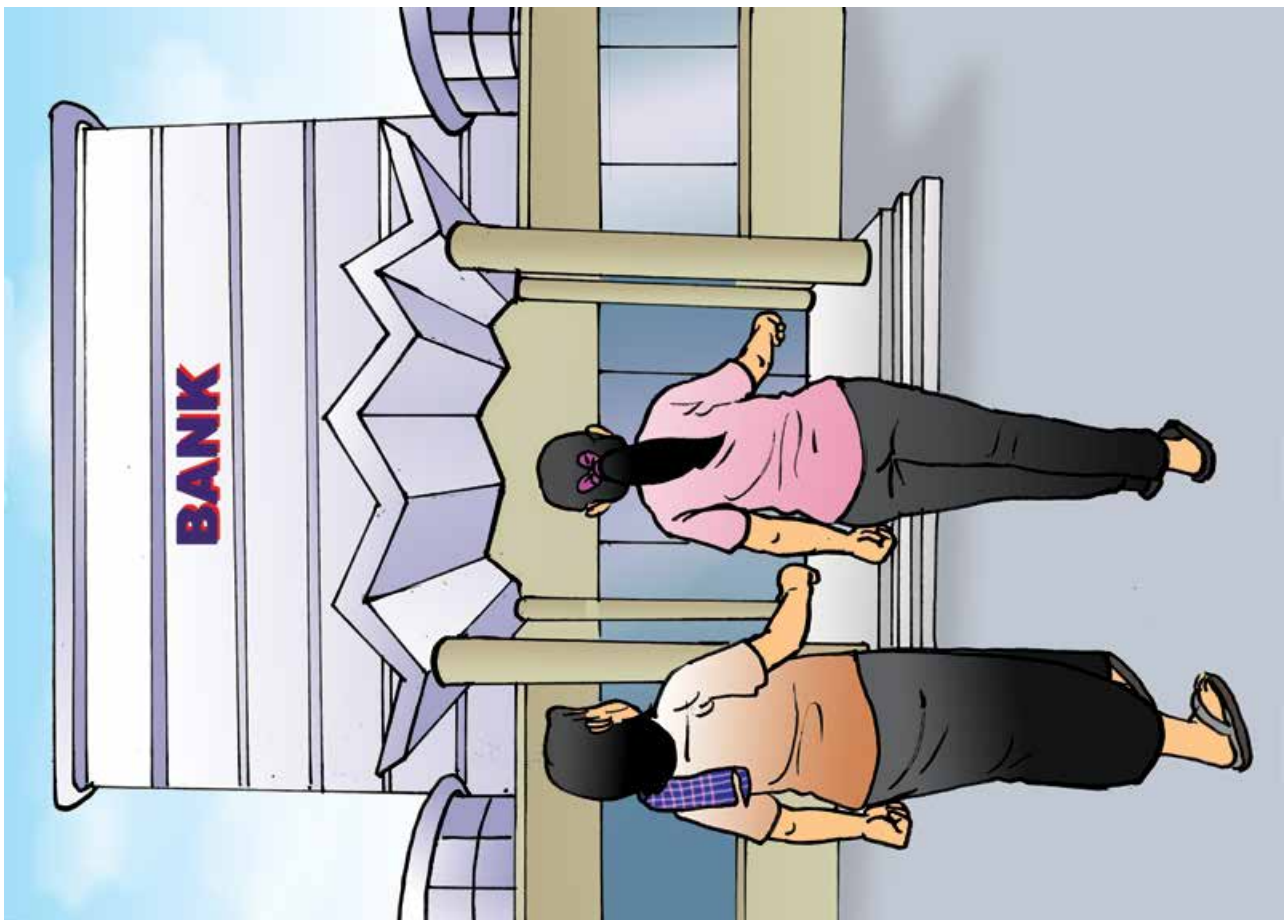






▶ Story 5







## Training aid 2: Cards: To borrow or not borrow



**BORROW**

**DO NOT  
BORROW**



**DO NOT  
BORROW**

Training aid 3: Picture cards: Recognizing needs and wants

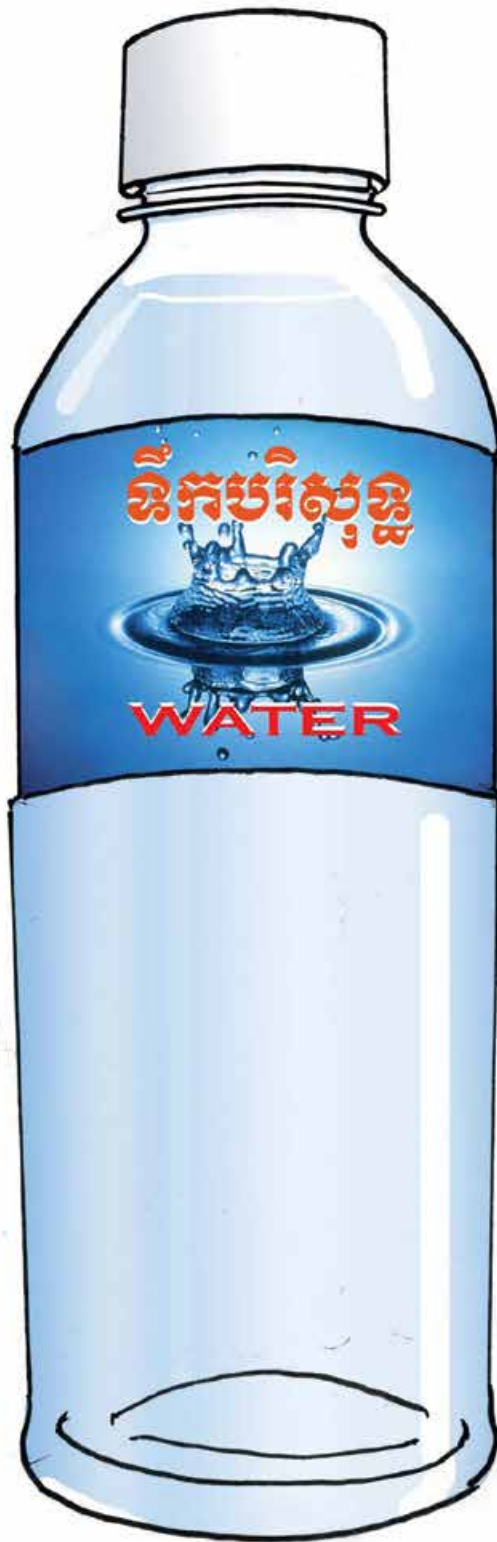






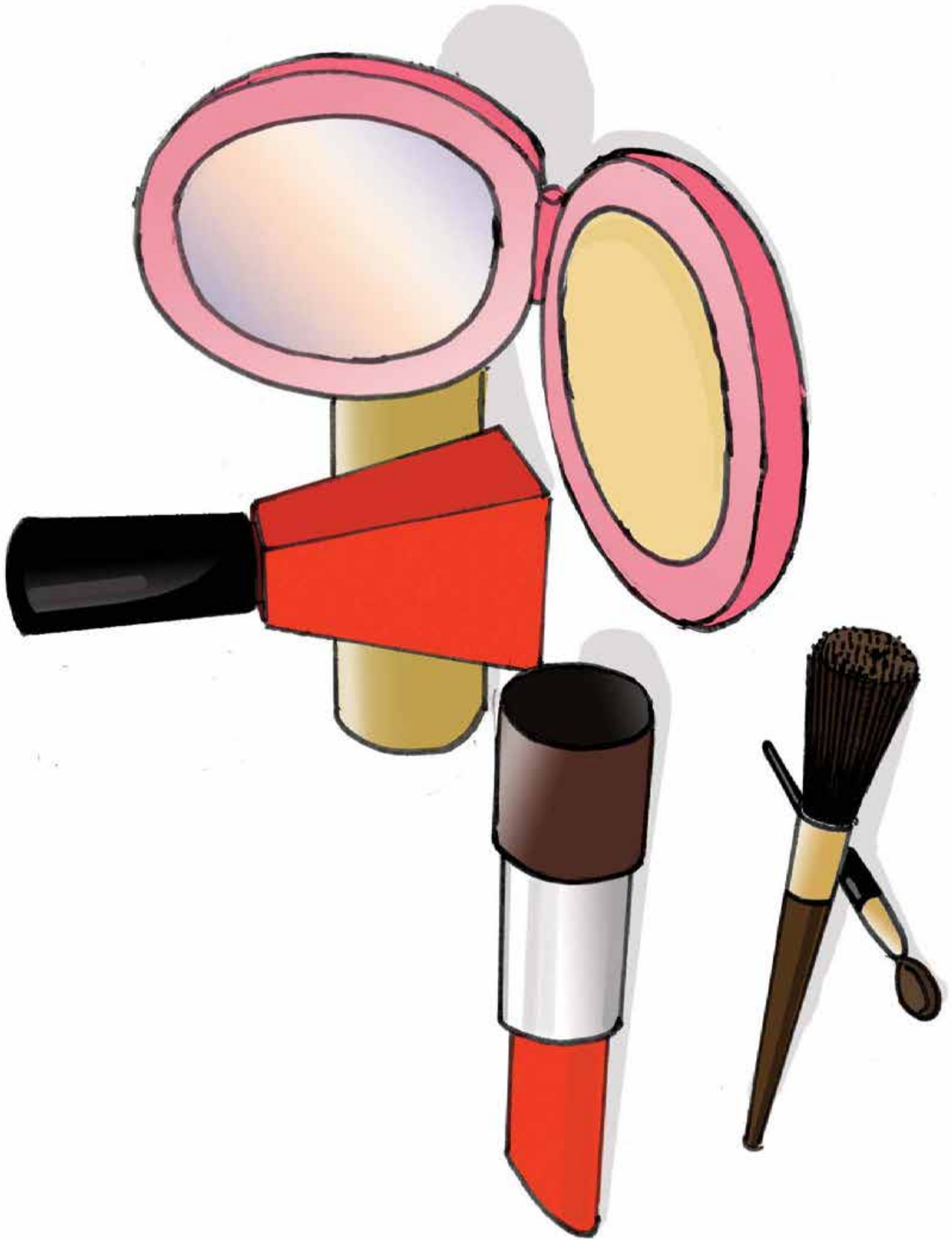


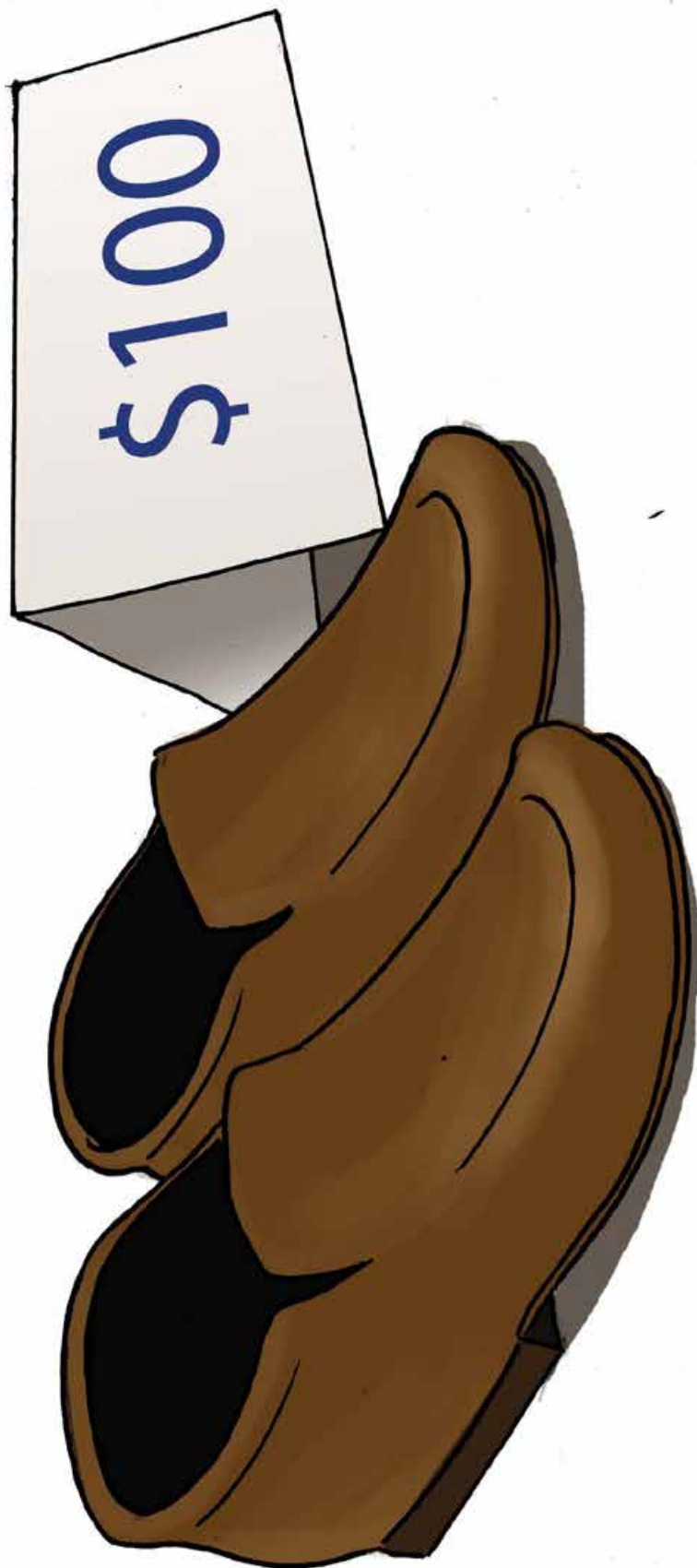






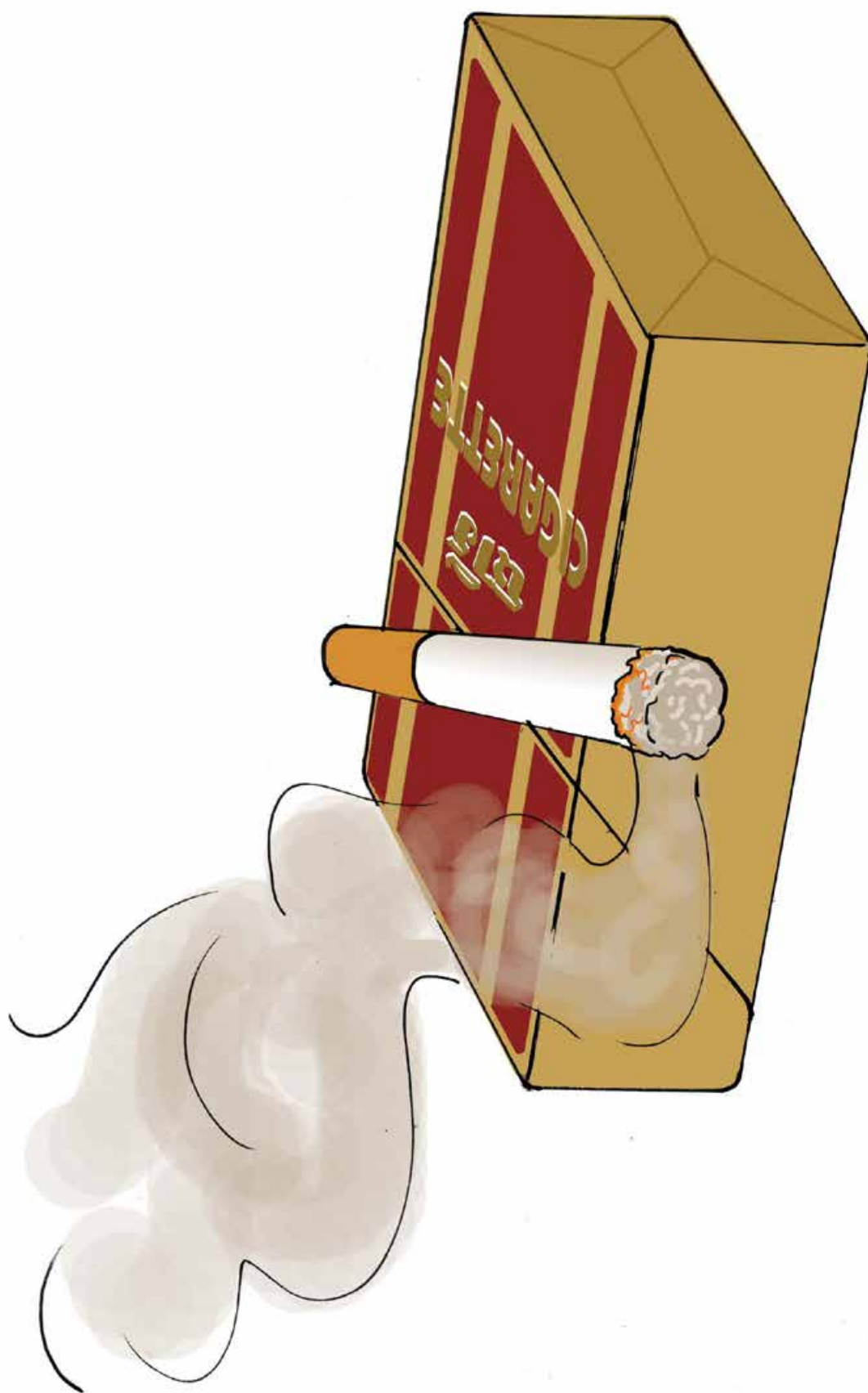


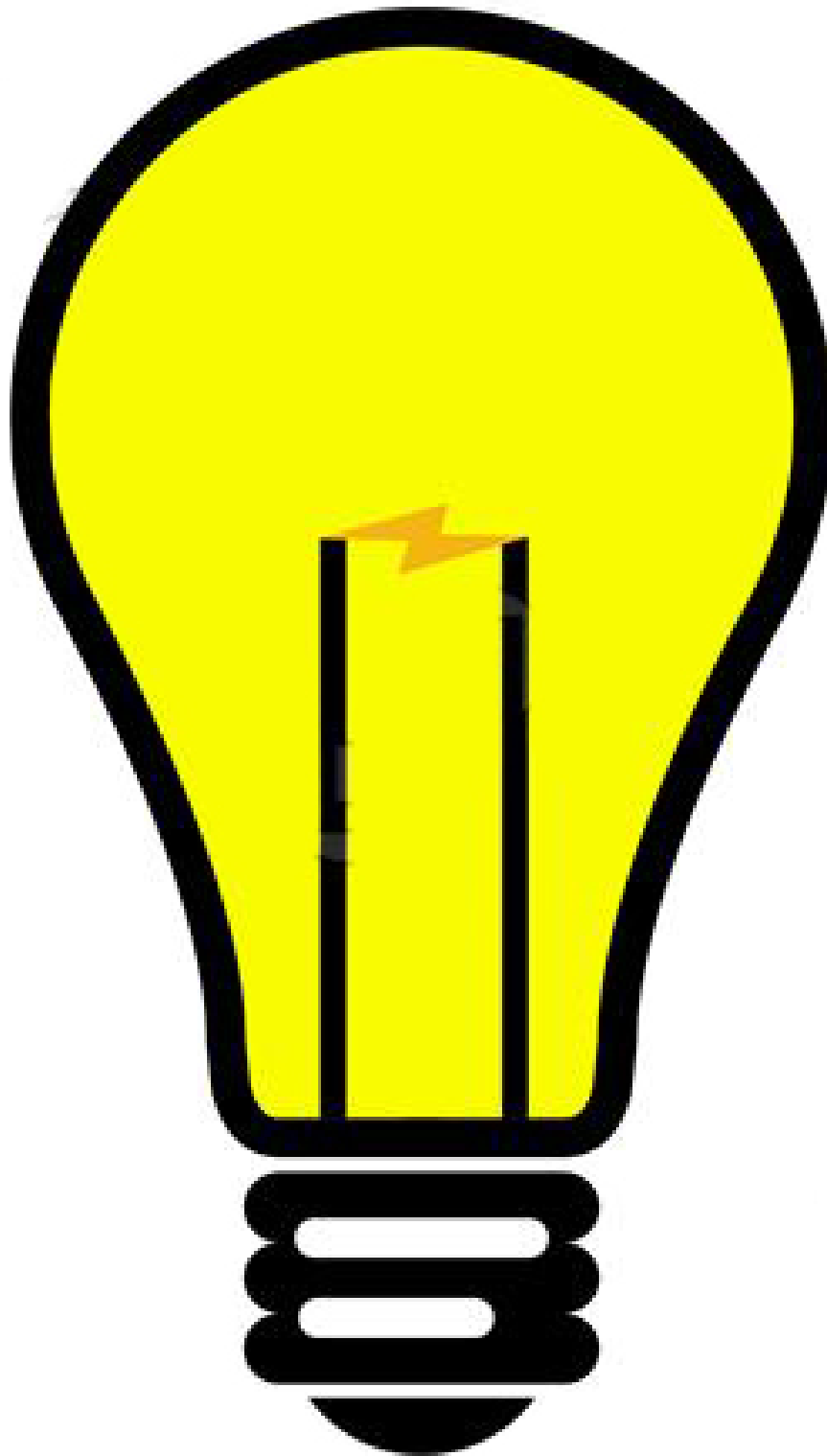










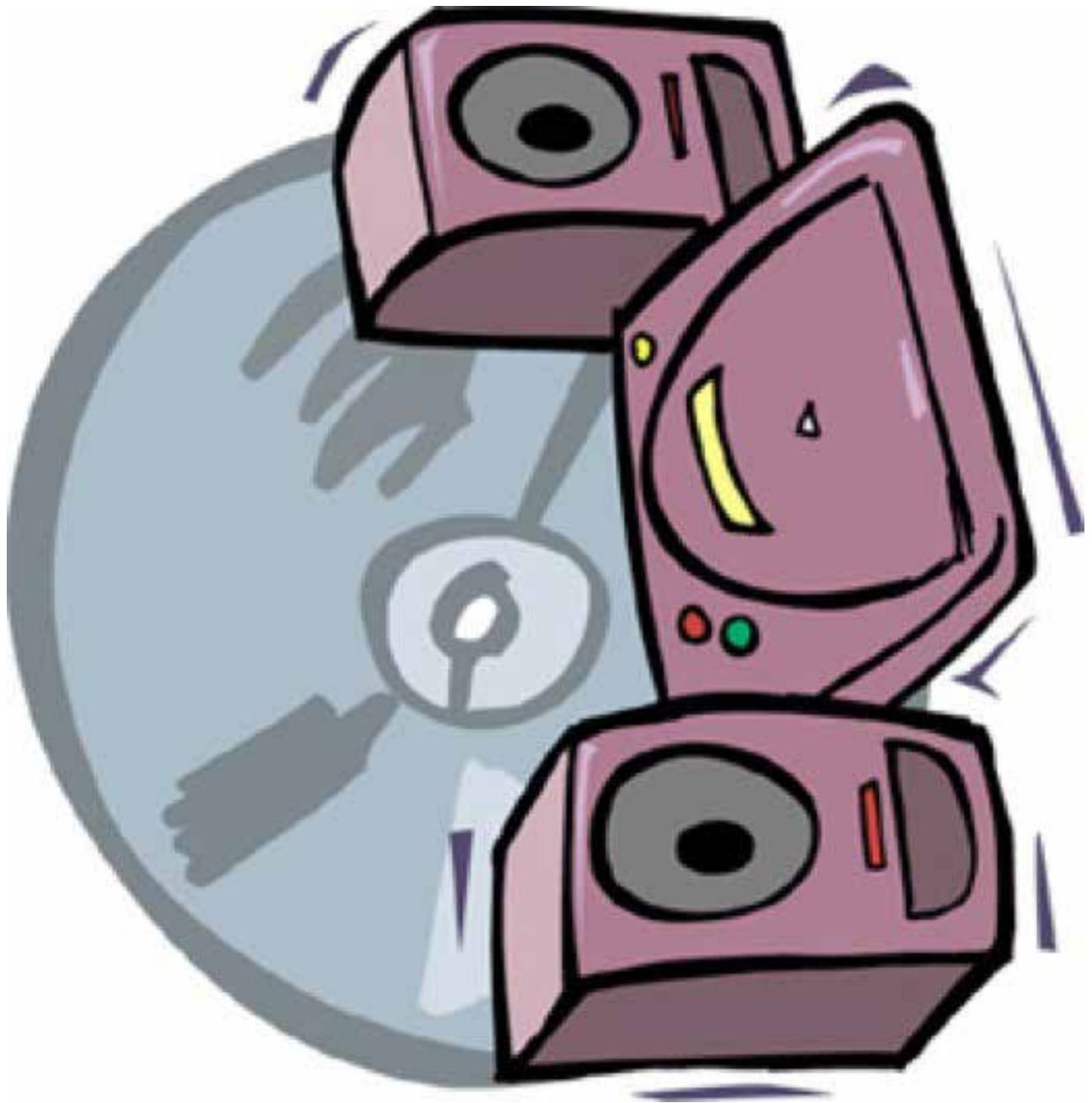


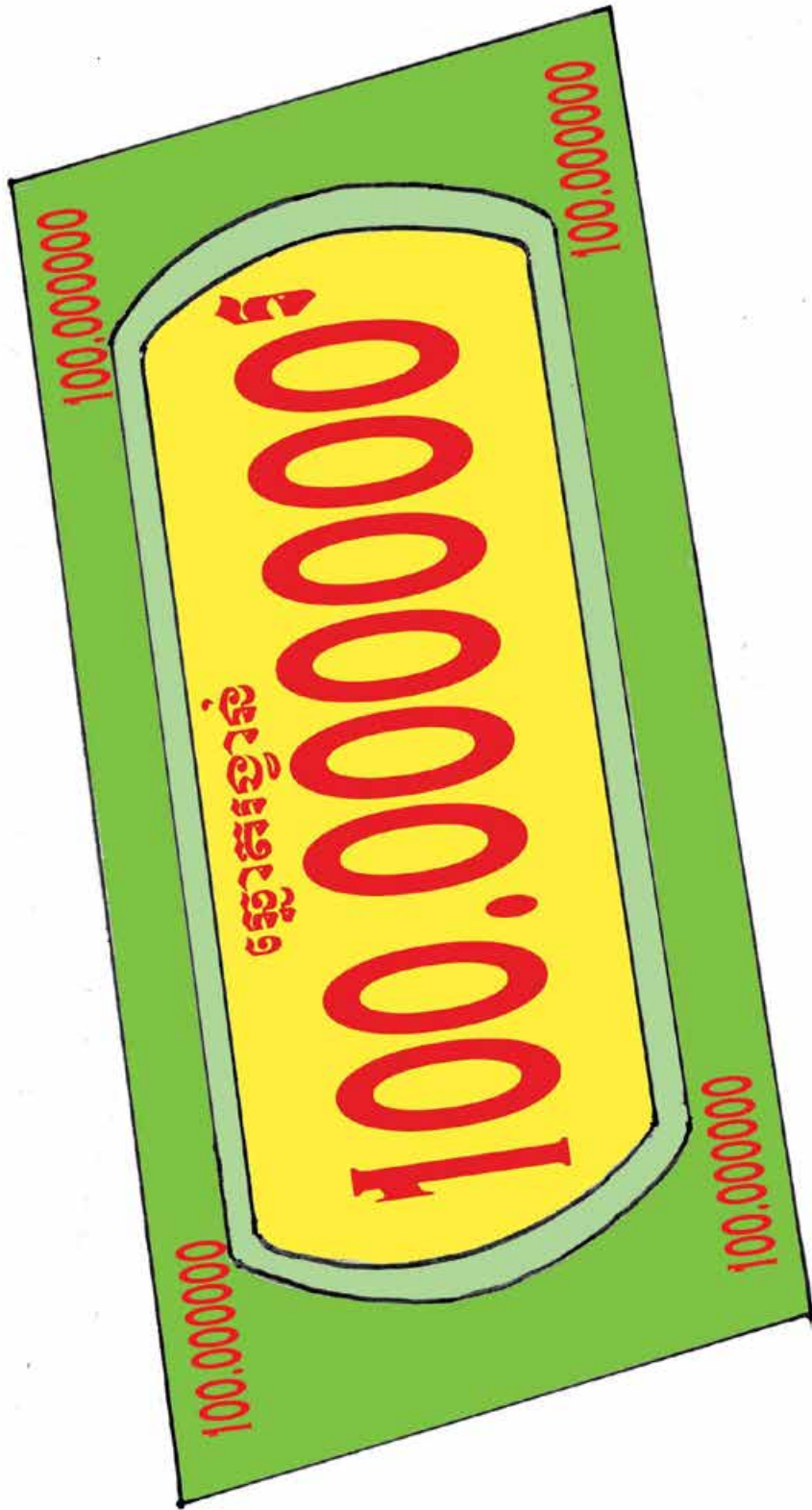














Training aid 4: Picture cards: Ways to save











## Training aid 5: Role-play: Protection steps

### ▶ Handout 1

#### No worries role-play

<b>Migrant</b>	<i>(Talking on the phone)</i> Dear husband, I am calling you from the training center. How are you? How are the children?
<b>Husband</b>	<i>(Talking on the phone)</i> My dear, it is nice to hear your voice. The children are fine, but they miss you.
<b>Migrant</b>	So, today they taught us about a product we can buy called insurance. They say that if we buy it then we are protected if I get sick. So, if I get sick, they will pay for the hospital expenses. What do you think?
<b>Husband</b>	My dear, you are so strong and healthy. Why do the people at the training center tell you that you will get sick?
<b>Migrant</b>	You are right. I am very healthy. Maybe these people are trying to scare us.
<b>Husband</b>	<i>(Looking up to sky)</i> And you know God will take care of you when you are away, so don't worry about these things now.
<b>Migrant</b>	You are right, but I guess I was worried because I know that hospitals and medicine must cost a lot of money abroad.
<b>Husband</b>	Oh dear, don't worry about the future. Things always work out for us, so it is better not to think too much.
<b>Migrant</b>	But, the insurance only costs over THB400 every month. So it doesn't sound like a lot of money.
<b>Husband</b>	That is a lot of money, especially if we want to expand our business like we planned. If you never get sick, then that is money lost.
<b>Migrant</b>	Yes, you are right. I have to return to my language class now.
<b>Husband</b>	I miss you and call me again soon!

► Handout 2

Better safe than sorry role-play

<b>Migrant</b>	<i>(Talking on the phone)</i> Mother, I am calling you from the capital city. I am on a break from work. How are you?
<b>Mother</b>	<i>(Talking on the phone)</i> I am well, my daughter. We miss you very much. You told me last time that you are living with three girlfriends close to the garment factory. How do you like it?
<b>Migrant</b>	It is good and we keep the room very clean. I even have nice posters hanging on the wall.
<b>Mother</b>	That is nice. I am happy that you sound happy.
<b>Migrant</b>	<i>(A bit sad)</i> The only thing that is concerning me is that many people get sick in the factory. I don't want to get sick so I bought a face mask.
<b>Mother</b>	<i>(Surprised)</i> That is awful.
<b>Migrant</b>	One of my roommates just got sick and she missed five days of work. She also had to buy medicine that cost over THB1,000. That is a lot of money. I hope I never get sick because I will not only get paid less but I will have to pay for expensive medicines.
<b>Mother</b>	Don't worry about getting sick. Eat healthy and sleep eight hours a night. Is there a way you can set aside some money every month? That way you can have an extra cushion to pay for medicines if you get sick.
<b>Migrant</b>	Mother, that is a good idea. But that means that I cannot send as much money home. Is that okay?
<b>Mother</b>	Of course. You need to have money in case you get sick.
<b>Migrant</b>	Mother, I will set aside money and call it my health emergency fund. I won't touch it unless I have an emergency.
<b>Mother</b>	I hope you never get sick, but if you do it is better to be safe than sorry.

## Training aid 6: Picture cards: Protection steps to common risks

### ► Risk 1: Illness



► Risk 2: Accident





► Risk 4: Contract termination



► Risk 5: Theft



## Training aid 7: Training evaluation and feedback

► Please provide your feedback on the three-day training course.

Statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The training met my expectations					
The activities were relevant for practicing and applying skills					
I felt engaged by the trainers					
The trainers provided assistance at my level of need					
The trainers helped my level of understanding					
The visual aids (PowerPoints, Financial Planner) made sense to me					
The workshop was well-structured					
The amount of information was sufficient					
The pace of the workshop was appropriate					
There were enough opportunities provided for interaction and discussion					



**What knowledge and/or skills did you gain from the training?**

**How will you apply what you learned from the training?**

**Were any modules unclear? Which ones, and why?**

**How could this training course be improved?**

# Save Smart: Migrant Worker Resource Centre financial education training manual

Every year millions of women and men in the ASEAN region leave their homes to work abroad. Many of them share the same dream about earning a better income, saving for their future, and sending money home. Labour migration can be a powerful strategy to fulfil personal and family financial goals, but it also involves many risks and costs that too often override its wished-for benefits.

This Save Smart training manual, and its accompanying Save Smart financial planner, encourage those considering labour migration to think about their financial goals, weigh the benefits and risks of migration, calculate their migration costs, and consider different options for financing their migration. The tools also help prospective migrant workers to visualize the steps they can take while working abroad to budget their income and expenses, save money, send money home, and protect themselves against risks. This training manual includes a training programme consisting of nine training modules. The tools included in this manual can also be used as standalone counselling aids when providing advice to women and men migrant workers seeking guidance on financial decisions relating to migration.

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