



PRE-DEPARTURE TRAINING FOR NAURU SEASONAL WORKERS: TRAINERS' MANUAL



Australian Government



International
Labour
Organization

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PART 1: INTRODUCTION & TRAINING PREPARATION

1. RATIONALE, AIMS AND STRATEGY

Participation in seasonal worker programs in Australia and New Zealand offers Nauruan workers a number of benefits including the opportunity to acquire savings, skills, work ethic and knowledge, which can help to stimulate development back in Nauru on their return.

It is a requirement of the seasonal worker programs that the government of the country sending workers must deliver a pre-departure briefing to all seasonal workers before they leave for their placement. However the briefing is much more than just fulfilling a requirement – it is a critical step in ensuring that workers will have a safe and positive experience abroad, and be good ambassadors for Nauru.

This **Pre-Departure Training Package** helps Nauruan trainers to deliver the pre - departure training. It aims to ensure that seasonal workers receive all necessary information required by the destination country government, and that it also addresses the expectations that the Nauruan government has of its workers.

The seasonal worker programs provide an opportunity for Pacific Islanders to participate in seasonal work for the dual purposes of:

- contributing to economic development in the Pacific region through worker remittances and the accumulation and transfer of skills; and
- meeting the labour needs of Australian and New Zealand employers, particularly in the horticultural sector.

Many workers in Nauru who may participate in the programs have not previously worked or even lived abroad and lack the knowledge they need to adapt to a new life in Australia or New Zealand. Depending on their household dynamics and previous work history, they may not have previously managed money. Gaining financial literacy as part of the pre-departure training is also an important precondition to benefiting from migration. It serves as a foundation for migrant workers, particularly men and women who are in transition from dependent to independent roles in financial management. It can provide the skills not only for the day-to-day management of their income, but also their knowledge and ability to use their finances to achieve medium and long-term goals.

The Seasonal Worker Program can benefit workers not only through savings but also the skills and knowledge that they bring back, particularly in agriculture – the sector that engages most seasonal workers from the Pacific. Despite the unpredictable costs of imported food, there is limited food production in Nauru. There are few home gardens and

most households are not familiar with home gardening techniques. This is important in the context of seasonal worker programs which can enable workers to acquire valuable horticultural and agricultural skills and to pass these on to family and other community members.

Thus, participation in the seasonal worker programs can reap benefits beyond the economic benefits of remittances and reducing unemployment.

The training package consists of two parts:

1. This **Training Manual**, which provides in-depth information on how to organize and conduct interactive pre-departure training for seasonal workers, for use by trainers engaged by the Seasonal Worker Coordination Office in Nauru; and
2. A **Pre-Departure Participant Handbook** for workers that have been selected to take part in the seasonal worker program.

To achieve sustained behavioural change, this training manual is based on a learner-centred approach called ‘participatory training methodology’. The learning sessions are active and engage participants in activities and exercises which include opportunities for self-development as well as team building.

This **training manual** contains three parts:

Part 1. Introduction and training preparation introduces the structure and content of the manual. It provides tips on how to use participatory training techniques and conduct training. It gives guidance on the design, planning and organization of training.

Part 2 Background Information for Trainers

Part 3 consists of the four teaching modules:

1. Introduction
2. Income and Budgeting
3. Life in Australia
4. You’re Ready to Go!

There are also additional resources which will be available on a USB so that you can print off what you need for your training.

The expectation is not that participants will be able to learn and retain everything that they are taught during the pre-departure training. Once they arrive in Australia or New Zealand there will be further training provided on arrival (sometimes through the Nauruan consulate, or at the employer’s premises) as well as continuous on-the-job training and support. Importantly, a lot of information can only be fully absorbed by ‘doing’ – whether sending remittances, dealing with problems, etc. The key to a successful pre-departure training is

to equip workers with the skills to know what to do or where to go for information and also to be clear about what is expected of them.

2. PARTICIPATORY TRAINING

2.1 The basics of adult learning

Pre-departure training contains a lot of important information, but being able to teach this information in a short training session requires skill and preparation. Knowing the basics of how people learn, particularly the unique aspects of adult learning, is very important.

Good communication and open conversation (where learners feel comfortable to ask anything they need to know) are at the heart of all learning. Learning is ultimately an individual process of self-development and adult learners are responsible for their own learning. However trainers can make this process much easier through different techniques which will be discussed in this chapter.

Remember that different people learn in different ways and at different rates. Some learn best by reading, others by listening and again others by involvement in activities. In general it has been shown that high levels of participation, interaction and dialogue between trainers and adult learners and between learners tend to promote more lasting adult learning.

The role of the trainer is to share knowledge and help learners identify their individual and collective needs, priorities and potential. Trainers are not only teachers but also **facilitators of learning**.

2.2 Learning and Teaching Styles

Many methods of instruction can be used during training. No single one is better than the others. Each method has advantages and disadvantages and is appropriate at different stages of the training as shown on the next page. A regular change of both the methods and pace will keep trainees interested and ready to learn.

Traditional teaching most frequently relies on lectures, often in combination with visual materials like handouts or powerpoint presentations; or question and answer (Q&A) after the lecture. This type of training provides lots of information but it can be hard for the trainer to know whether the participants have really managed to absorb all the information.

Lectures are most effective when the trainer is both an expert in the particular subject and able to deliver the material in an interesting way. Reading information from a sheet of paper for over an hour is very likely to put your participants to sleep! Some lectures are essential, but they need to be brief as attention spans of adult learners generally start to waver after 20 to 30 minutes, and they need to be complemented with other methods to make learning more effective and interesting.

Over the past few decades a range of additional training methods has been developed to stimulate adult learners to learn by asking them open questions ('why do you think...?'), and finding their own answers with their own experience as a starting point. This engages them to feel, think and act and apply the new content in their own life and work. This approach has become known as **participatory learning**. It covers a range of interactive methods varying from brainstorming ideas to discussion and analysis of case studies to doing role-plays or games and analyzing their outcome.

Participatory training can also be described as “**learning by doing**”.

The box below helps to summarize some of the key methods for learning. Some are more 'teacher-centred', which means that the answers and information are driven by the trainer. Others are more 'learner-centred', which means that they are mainly driven by the participants themselves.

Figure 1: Training methods and participation levels

Approach	Method	Activity	Participation	Learning
Teacher-centred approach Top-down ↓	Lectures	Listening	Low	“To receive” Passive ↓
	Demonstration through visual aids (e.g., pictures, films)	Seeing and listening	Low	
	Questions & answers	Answering and asking questions	Low to moderate depending on individual students	
	Brainstorming & discussion	Sharing and exchanging ideas	Low in large group; moderate to high in small group	
↑ Bottom-up approach Learner-centred	Analysis & presentation (of case studies or problems)	Reading, analyzing, problem-solving, writing/drawing, and reporting	High	↑ “To do” Active
	Role-play, games & exercises	Using creative, analytical and interpersonal skills	High to very high	
	Action-based activities (e.g. on the job training)	Doing the real thing or applying knowledge and skills in real action	Very high	

Participatory Learning

As summarized in the table, participatory training relies on different types of activities. These are limited only by your imagination and can include:

Brainstorming

What is it? Brainstorming is about discovering and listing new ideas, comments and opinions. It can be done in smaller or larger groups. The main aim is to generate and create ideas in a free flow without judgments.

How to do it? Ask the participants an open question ('what does it mean to be a good seasonal worker?') and write down all the responses that the participants call out. After all of the ideas have been written down, group similar ideas together and discuss the different themes in the responses, and anything the participants may have missed.

Role-play

What is it? Role plays enable participants to act out an experience as in real life. They can increase self-confidence and have an empowering effect on the role-players if done voluntarily by the players and facilitated well by trainers.

How to do it? This works best in small groups of 3 or 4 people. Explain to the participants a made-up scenario which they will need to act out (eg. A seasonal worker has a dispute with his or her employer over the correct payment for a number of bins of fruit picked). Explain what the roles are (worker, employer, team leader) and what in particular the groups should act out (eg. What would be a good way to address this problem?) Ask the groups to think about how they will act out the scenario and decide on who will play what role. Encourage them to practice for a few minutes before presenting to the entire group. Give everyone a chance to comment on their own, or another group's, presentation and after all the presentations, what they would have done differently.

Case study

What is it? This activity is similar to a role play as it involves the presentation and analysis of a scenario or series of events, but rather than role playing, requires the participants to work in a group to think about responses to particular questions relating to a scenario. The scenario may be something hypothetical (ie. Made up) or a real-life example/story.

How do you do it? As with role plays, this activity works best in small groups of 3 or 4 people. You should prepare a case study in advance and either print it out for each of groups or read it out to everyone, for example – a story of how a seasonal worker decided to use his or her savings. Ask each of the groups to discuss the case study and present to the entire group.

Debate

What is it? A debate is a discussion where participants present different viewpoints on a particular question, or present a particular perspective based on a group they are asked to

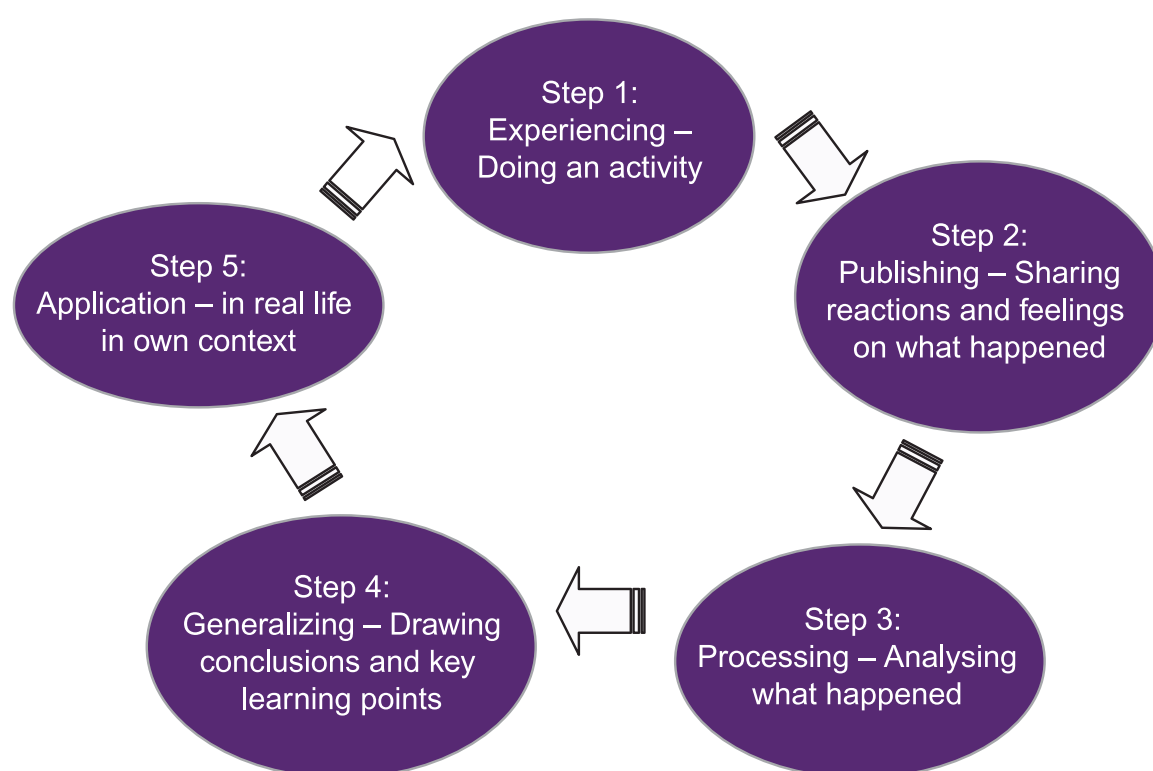
represent (eg. View point of employers, families, etc). Therefore, you can ask participants to give their opinion, or ask them to think about what their opinion might be if they were a particular person or group.

How do you do it? You can ask volunteers who want to participate in the debate, present the question or scenario and ask each one to present their side or perspective.

In essence, participatory learning will often involve the following steps:

1. Doing an activity – for example, acting out a role play on dealing with a dispute with an employer over pay
2. Sharing experiences about that activity – for example, how did the situation make each participant feel?
3. Analysing what happened during the activity – for example, analysing what each actor / group did during the role play. Was it a good way of dealing with the problem? What were the consequences / outcomes?
4. Drawing conclusions – for example, how can the lessons learnt from the activity be applied in real life?
5. Applying in real life – this stage of the learning cycle is outside of the training, and what happens if the participant is confronted with that particular, or similar situation.

Figure 2: Learning Cycle



2.3 Principles of Adult Training

Trainers need to keep in mind the following adult learning characteristics for the successful training of adults.

- Adults come to training with established values, beliefs and opinions based on years of experience. They may not be very good at taking instructions if they don't agree or understand the purpose!
- Adults tend to have a problem-solving orientation to learning. They relate the training to their own life and find it most useful if they can use it immediately.
- Adults have pride, are sensitive to treatment and need to be given respect.
- Adults have commitments, or personal preoccupations which might distract them (such as taking care of sick children, other family concerns, etc).

The size of groups affects the training dynamics. A large group means greater potential for diversity in talents, knowledge and skills, but less chance for active participation from everyone (the louder and more confident participants tend to get heard the most). A smaller group size allows for more active participation.

The training method also determines the group size. For instance, a lecture can be given to either a small or large group, whereas participation activity require smaller groups.

In general, the group size should generally not be more than 25, if everyone is to have a chance to participate actively and equally. Between 26 to 35 participants is still manageable, but they will need to be divided in smaller groups more often and this sometimes means covering less training subjects.



Participants learn best by 'doing' rather than just listening to information. Think about how you can organize and structure your sessions to ensure that participants are really taking part in the training, including through activities such as brainstorming, role plays, case studies and debates. This will also give you an idea of which parts of the training need additional time or reinforcement.



3. SKILLS OF A SUCCESSFUL TRAINER

The roles of the trainer are to teach and share their knowledge and skills, to facilitate the learning process of the participants, and to act as role model and change agent.

Trainers need to have the following skills:

- Training skills
- Facilitation skills
- Communication skills
- Organizational skills
- Ability to lead by example

Training/teaching skills are very important for providing information to participants. There are many things that the trainer can (and should know) that the participant may not about the seasonal worker programs, such as technical information about pay and deductions; the rules and laws that apply in Australia and New Zealand; and logistical information about what workers should do when they arrive, when they have a problem, etc.

However training is not only about teaching information, it is also about being a good **facilitator** – that is, taking a step back from controlling the discussion and letting the participants think and apply the information learnt. Trainers do not need to be ‘experts’ in everything and do not have all the answers. But the trainer has an important role in providing what information they do know (including the information contained in this handbook) and giving participants directions for where they can find more information. If trainers do not have enough knowledge on a specific subject, they can invite other resource persons for the sessions on that subject (such as people with expert knowledge in financial literacy and saving).

The role of the trainer as a teacher or a facilitator may vary at different stages of the training. For example, at the start of training the trainer may want to begin by teaching key information about the topic. Once the participants understand the topic, the trainer may want to move to an exercise. First they must explain what the exercise will involve (what is the purpose? What are the rules?) and then they may move to a role as a facilitator – letting the participants take the lead in carrying out the exercise.

After participants have finished the exercise, the trainer can move to analyse what was learnt from the exercise finally, to draw the key learning points for application in real life.

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

- Listen well and not interrupt
- Use easy language and vocabulary that participants can understand well.



- Use non-verbal cues such as appropriate body language (e.g. how to stand and move around the room) and make eye contact with participants.
- Encourage diverse points of view and participation from everybody.
- Be alert, notice and respond to participants' changing needs.
- Take control and let go as necessary.

Trainers also need to have good **organizational skills**. Successful training requires careful preparation, organization and time management. They need to prepare both the programme and the materials well in advance of the training.

Finally trainers need to be able to **'lead by example'**. This means that they need to demonstrate the qualities that are being taught in the training, including:

- Punctuality (arriving to the training on time)
- Ability to listen, and communicate clearly
- Being respectful to others and not putting anyone down
- Good team-work (with other trainers)

The figure below provides some tips for being a good trainer.

Figure 3: Tips for being a good trainer

Key terms	Description
Respect	<ul style="list-style-type: none"> ■ Learners feel respected and feel like equal
Relevance	<ul style="list-style-type: none"> ■ Learners learn best by drawing on their own knowledge and experience ■ Learning must meet the needs of learners in their real life
Thinking, feeling and doing	<ul style="list-style-type: none"> ■ Learning should involve reflection and analysis, emotions and deeds: Using the mind, heart and body
20/50/90 Rule	<ul style="list-style-type: none"> ■ Learners remember more when visuals support verbal presentations and best when they can practice and use the new information. People remember: <ul style="list-style-type: none"> • 10 per cent of what they read • 20 per cent of what they hear • 30 per cent of what they see • 50 per cent of what they hear and see • 70 per cent of what they say • 90 per cent of what they say and do
Dialogue	<ul style="list-style-type: none"> ■ Adults learn better when they can discuss information ■ Learning must be two-way and allow the learner to enter into a dialogue with the teacher and other learners
Engagement	<ul style="list-style-type: none"> ■ Learners get involved and committed to change through discussions and learning from peers in small groups
Immediate use	<ul style="list-style-type: none"> ■ Learners tend to have a problem-solving orientation to learning ■ They relate training to their own life and find it most useful if they can apply the new learning immediately
Safety	<ul style="list-style-type: none"> ■ Learners need to feel that their ideas and contributions will be valued – that they will not be ridiculed or belittled
Affirmation	<ul style="list-style-type: none"> ■ Learners need to receive praise for every good effort
Accountability	<ul style="list-style-type: none"> ■ Trainers need to be accountable to the learners: Their learning needs must be met, and the training should be useful to them

Addressing Gender Equality

Ideas and stereotypes on the roles and responsibilities of men and women exist in most cultures and societies, and these often have negative effects on the chances and opportunities girls and women have in life, especially when families live in poverty. It can also impact on how people behave in a group – for example, male participants may be more confident in expressing an opinion, or raising in objection if they have a problem. In order to make sure that both the male and women participants are able to benefit equally from the training, you should consider in advance the following suggestions:

- Be sensitive to practical obstacles to women's participation, such as their family responsibilities and make practical and logistical arrangements that facilitate women's participation, such as selecting times and locations that are convenient, and ensuring safe transportation, and venues;
- 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. Draw out the women's perspective and respect the men's perspective, and vice versa as appropriate.
- Ensure enough 'speaking time' for both sexes and voice for the minority. Men are generally more used to public speaking and tend to talk longer. If this happens, let the speaker finish but ask him to be brief. Women are often shy and need to be encouraged to speak. However, when a woman is too talkative, the same rule applies.

4. DESIGNING A TRAINING PROGRAMME

A training programme is a document which outlines your entire schedule from start to finish. It breaks down your teaching programs into chunks, or modules, assigns timeslots to each one, and factors in regular breaks.

4.1 Before the Training

Program Design

The design of the pre-departure program – both the topics and the time allocated to each topic – may vary each time it is done, depending on the size and characteristics of the groups. One example is provided below however it is not a blueprint and should be adapted to the needs of participants.



Figure 4: Sample Program Plan

DAY 1	Topic	Session
Session 1	Introduction: What is it all about?	9:30am – 10:55am (5 min break)
Session 2	What to expect as a seasonal worker	11am – 12:30pm (30 min break)
Session 3	Skills for being a good worker	1pm – 2:25pm (5 min break)
Session 4	Goal setting, and participating in training	2:30pm – 3:30pm
DAY 2		
Session 5	Letter of offer	9:30am – 10:55am (5 min break)
Session 6	Payslip	11am – 12:30pm (30 min break)
Session 7	Budgeting	1pm – 2:25pm (5 min break)
Session 8	Remittances	2:30pm – 3:30pm
DAY 3		
Session 9	Australian life / culture	9:30am – 10:55am (5 min break)
Session 10	Australian laws: Rights	11am – 12:30pm (30 min break)
Session 11	Australian laws: Responsibilities	1pm – 2:25pm (5 min break)
Session 12	Keeping in touch; Health, hygiene and recreation	2:30pm – 3:30pm
DAY 4		
Session 13	Coming to Australia (logistics)	9:30am – 10:55am (5 min break)
	Summary	11am – 12:30pm
	Opportunity for individual questions / appointments	1pm – 3:30pm

Some tips to remember when scheduling a program

- It is best to schedule no more than six training hours in total per day, as participants may have trouble concentrating for longer than this period.
- Time the training in a period that suits the trainees – that may be in the morning; or in the evening if they have other commitments.
- Allocate an appropriate amount of time for each session and each activity, and provide a break every 1.5 hours.

Training venue & logistics

Choosing an adequate training location is important because the type and set-up of the room(s) affect your participants' ability to learn. Action-oriented learning needs physical space to move around, because it involves working in separate groups.



When selecting the training venue, you should:

- Walk around the training venue and inside the training room(s) before the training, sit in various seats to check the view and change the seating arrangements if necessary.
- Allow for enough space to enable participants to move around and for easy repositioning of chairs, tables or mats.
- Make sure it's not too hot, and not too noisy
- Make sure it has the equipment you will need – like a powerpoint projector.

Session planning

A session guide is like a recipe: It tells you what training content and materials you need at every step of the training process and for how long. Even the most experienced trainers need a recipe and study it in advance, especially if the topics are new.

When preparing the training content, materials and process, it is helpful to ask: “What participants must know, should know and could know?” It is always tempting for trainers to give participants as much information as possible. However, people can not absorb too much information and will stop listening if lectures are too long. Smart trainers construct their session plan around what participants must know and build up the training step by step in a logical way.

There are three basic components in a typical training session as follows:

1. Welcome, introduction and objectives

Always briefly explain the objectives for each session to participants and outline how long the session will go for.

2. Actual training

The actual training will often be based on the pairing of exercises and short ‘lectures’ which summarize, add to, and reinforce what was discussed in the exercises. There will be some content that will be taught more in a lecture style (eg. Payslip deductions), but there will be other content that can be led by the participants, with the trainer providing more of a guiding role (eg. What makes a good worker). To keep the attention of the participants, you might want to alternate between short exercises and short lectures, or have a slightly longer

exercise and a more detailed lecture before / after.

3. Conclusion

Always finish a session with the key messages: What participants must know.

Figure 5: Draft session plan

To prepare yourself, you should always prepare a training session plan, which might look something like this:

Session	Topic	Reference	Materials to prepare
Session 1:	Introduction, what's it all about? - Introduction to the training - Exercise: Game to introduce participants to each other	Participant Handbook Part 1	Introduction Exercise
Session 2:	What to expect as a seasonal worker Topic 1: - Overview of seasonal worker programs - Exercise: Quiz asking participants what they know about the programs Topic 2: - Exercise: Brainstorm what might be the most challenging things about being a seasonal worker	Participant Handbook pp1-10	Printout of Quiz for all Participants Butchers paper and markers

Materials for exercises may require preparation and include a wide range of items, from basic stationery like pens, papers, markers, scissors and tape, to handouts, case studies, pictures and other visual aids or games. Most sessions in this training manual provide the necessary training materials and aids but they may need to be adapted to suit the needs of your target audience.

Before each training session, you need to consider:

Are the language, types and quality of the visual aids appropriate for everybody?

Do you have enough copies of all training materials for all participants?

Make sure you have a few alternative exercises in reserve in case the need arises to change the training programme.

4.2 During the Training

At the beginning of your training, you might want to have a pre-training quiz in order to

measure the knowledge of the participants, and also to find out how much they learnt (by comparing results with a post-training quiz).

During the training itself there are a number of things that you should think about to ensure the smooth running of the training:

- Know how to deal with late-comers and absent participants: Over the duration of several days training things will come up that prevent participation of some participants. Most of the time this will be for very legitimate reasons such as family issues and should be notified to you in advance. However, where a person is absent without a legitimate reason, you may need to decide on an appropriate action. You will also need to think about how to 'catch up' the trainings that were missed.
- During the sessions, try to stick to the time allocated. Make sure that a lecture is not longer than 20-30 minutes maximum and integrate plenty of exercises to make sure that participants continue to be engaged.
- Cut lectures short if necessary. If you know you tend to speak longer than planned, set a strict time limit for yourself and use your watch for each presentation.
- Provide for a variety of training methods in each session because people concentrate better for longer periods if they can participate actively. Ask open questions during every presentation. The time of day also has effects on the concentration of your participants. Generally, people are fresh and ready to learn in the morning and are less concentrated right after lunch.
- If the time is up before you can finish an active session or a lively discussion, ask for a collective decision from the participants whether and for how long to continue. Do not keep people hungry because they will not learn on an empty stomach.



Remember, the main components of each session should be:

1. Welcome, introduction and objectives – Always briefly explain the objectives for each session to participants and outline how long the session will go for.
2. Actual training – this should be based on exercises and short 'lectures' which summarize, add to, and reinforce what was discussed in the exercises. There will be some content that will be taught more in a lecture style (eg. Payslip deductions), but there will be other content that can be led by the participants, with the trainer providing more of a guiding role (eg. What makes a good worker).
3. Conclusion – Always finish a session with the key messages: What participants must know.

4.3 After the Training

If you asked participants to fill in a knowledge questionnaire before training, it can be useful to measure changes in the knowledge, skills and attitudes of participants by asking them to fill in a **questionnaire after the training**. You can easily design this and conduct at the very end of the training. A draft quiz which you can adapt is included in the materials at the end of this booklet and on your USB.

Evaluations should be done during and at the end of every training. A workshop that includes a series of training sessions over several days should include daily evaluations as well as verbal and written evaluation exercises at the end of the training.

A **daily evaluation** is an immediate and simple assessment of participants' feelings and views about the training on a particular day or session to check whether the training is on the right track and to get ideas for fine-tuning the training during the next days.

An **end-of-course evaluation** is more comprehensive. It seeks participants' views on their satisfaction with the training, what they have learned, their reactions on the training contents and process, and seeks their suggestions to improve future training.

Evaluations can be done in several ways and at different levels: Usually, the trainers assess the impact of the training by observing participants' behaviour or changes in behaviour during the training and the breaks. This is generally done by the training team during the day and they discuss it right after the day's sessions when preparing for the next day.

Direct feedback from the participants during the training can be obtained by asking them to:

- Give their views at the end of the day.
- Write down their views and thoughts on a feedback worksheet or flipchart or in a box provided somewhere in the training room.
- Fill out a one-page feedback form at the end of each day and an evaluation form at the end of the training.

The feedback forms or flipcharts need to be analyzed by the training team at the end of each day and the summary outcome should be discussed with participants at the start of the next day.



The details of the evaluation should be integrated into an overall workshop report which summarizes how the training went, what you would change or improve next time. Where there are several trainers who took part, the workshop report should be a collaborative effort based on discussion. It should incorporate:

- A summary of the training
- Summary of participant evaluations
- Problems encountered
- Lessons learnt



PART 2: BACKGROUND INFORMATION FOR THE TRAINER

1. ABOUT THE SEASONAL WORKER PROGRAMS

There are two seasonal worker programs – to New Zealand (Recognized Seasonal Employer (RSE)) and to Australia (Seasonal Worker Program (SWP)). Currently Nauru participates only in the SWP.

RSE OVERVIEW

Brief History: The NZ Government introduced the scheme in 2007. The scheme is limited to the horticulture/viticulture industry.

Quota: The quota for workers is 9,000 but not limited to Pacific Island countries - around three-quarters of workers are from Pacific Island countries.

Procedure for hiring: Employers must lodge vacancies with the Ministry of Social Development first to demonstrate effort to source local labour before recruiting Pacific Island workers.

Pastoral care: Employers required to arrange suitable accommodation (which is inspected by the government), internal transportation, access to personal banking services, provision of protective equipment and opportunities for recreation and religious observance. Workers must not be charged recruitment fees; employers must pay market wages and offer workers at least a minimum specified remuneration (contingent on the length of the contract); and other recognized domestic terms and conditions of employment must be applied

The NZ Government introduced a pilot Seasonal Work Permit scheme in December 2005, following discussions at the Pacific Island Forum held in PNG that year, which allowed employers in the horticulture and viticulture sectors to hire workers, especially those from the Pacific Island countries, on a temporary basis during peak times. The pilot was deemed a success and, following further research into seasonal worker schemes elsewhere, it was replaced with a fully-established RSE Work Policy in 2007.

Bilateral arrangements were negotiated between the NZ Department of Labour and the governments of five original 'kick-start countries' (Kiribati, Samoa, Tonga, Tuvalu and Vanuatu). The scheme allows up to 9,000 workers to work in NZ for up to seven months. In order to hire workers under the scheme, employers must first apply to the NZ Government for recognition as a RSE under a range of conditions. Once recognised, employers

must apply for an Agreement to Recruit (ATR) and specify the number of workers required and their work arrangements. Employers must first lodge vacancies with the Ministry of Social Development to show that they have tried to find NZ workers before recruiting from overseas.

The RSE places special emphasis on 'pastoral care', with employers required to arrange suitable accommodation (which is inspected by the New Zealand government), internal transportation from the airport, access to personal banking services, provision of protective equipment and opportunities for recreation and religious observance. For example, workers must not be charged recruitment fees; employers must pay market wages and offer workers at least a minimum specified remuneration (contingent on the length of the contract); and other recognized domestic terms and conditions of employment must be applied.

Seasonal workers must have a pre-departure training before they leave

The scheme has operated at near capacity since its inception, with around three-quarters of workers arriving from the Pacific Island countries. Between 2007 and 2012, the RSE involved nearly 40,000 workers from the Asia-Pacific region, including over 27,000 from the Pacific.

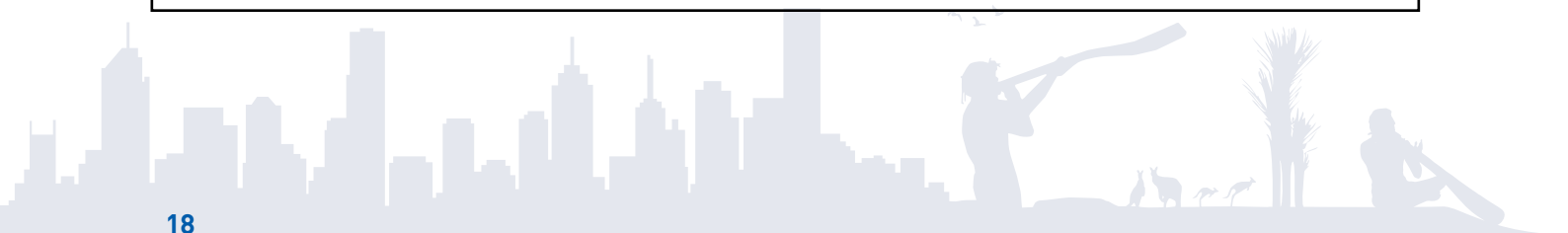
It is common for first-time workers to be asked to return and returners often received higher earnings due to their increased productivity, with overall earnings for workers on the scheme averaging around NZ\$12,750.

SWP OVERVIEW

Brief history: Pilot scheme was established in 2008 and made permanent 2012. It is limited to the horticulture sector but with a trial in four additional sectors

Quota: There is a quota of 12,000 places over 4 years in the horticultural sector and a total of 1550 places in the trial sectors of sugar, cotton, aquaculture and accommodation. In 2013/14: 2000 horticulture, 500 trial; in 2014/15: there will be 2600 places in horticulture and 650 in the trial sectors; in 2015/16, there will be 4250 places in horticulture and 0 in the trial sectors (as the trial would have finished by then, unless extended).

Procedure for hiring: Workers are employed by Approved Employers (AEs) (which might be growers or labour hire companies), and are deployed to Eligible Growers. They must



prove that each vacancy could not be filled by an Australian worker before recruiting under this scheme.

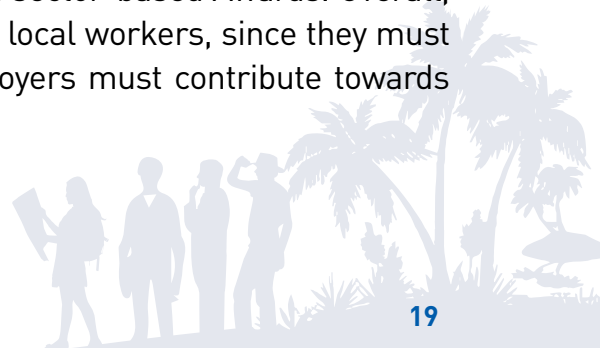
Pastoral care: Approved Employers have a number of responsibilities when participating in the program, including organizing flights, transport and accommodation for workers; ensuring seasonal workers have access to a minimum average of 30 hours of work per week; and delivering pastoral care. Employers have to ensure that occupational safety and health and pastoral care requirements were met, and organize private health insurance and accommodation at workers' expense.

The permanent Seasonal Worker Program (SWP) scheme commenced on 1 July 2012. The SWP also involves a three-year trial extending the scheme to the accommodation, aquaculture, cane and cotton sectors. Up to 12,000 places have been made available over the four years to 30 June 2016, with 10,450 allocated to the horticulture program and 1,550 to the four-sector trial.

Workers can be recruited for between 14 weeks and six months and must be provided with a minimum average of 30 hours' work per week. To be eligible, workers must be fit, of good character, aged over 21 at the time of visa application, and have citizenship in a participating country. Available jobs include sowing, planting and cultivating; harvesting, picking, pruning and packing; clearing, fencing, trenching, draining or otherwise preparing or treating land on farms, flower or vegetable market gardens, orchards and vineyards.

Approved Employers have a number of responsibilities when participating in the program, including organising flights, transport and accommodation for workers; ensuring seasonal workers have access to a minimum average of 30 hours of work per week; and delivering pastoral care. They also have regular reporting obligations to the Australian Government indicating the work, activities and well-being of seasonal workers they employ, and providing evidence that workers have been employed and paid in accordance with the program and Australian workplace entitlements.

People working under the SWP have the same rights as other workers in Australia. These include regulations governing minimum wages, working time, leave and other terms and conditions of work, including rights to freedom of association and non-discrimination, under the system of National Employment Standards and sector-based Awards. Overall, seasonal workers remain more expensive to employ than local workers, since they must be paid basic standard entitlements and Approved Employers must contribute towards



their return international airfare.

As at June 2014, adult minimum wages under the Horticulture Award 2010 range from AU\$16.37 per hour for a Level 1 employee to AU\$19.07 for a Level 5 employee. An employee must make a written agreement if pay is determined under a piecework arrangement, and the rate agreed 'must enable the average competent employee to earn at least 15% more per hour than the minimum hourly rate prescribed' in the award, given the particular conditions that apply.

Seasonal workers must also have pre-departure briefings on Australian laws, workplace rights and regulations, culture and climate. On-arrival briefings are supplied mainly by the Approved Employers and cover information on unions and the Fair Work Ombudsman, where to go for assistance concerning work and non-work matters, and details of essential services and a tour of the local community as well as a workplace induction.

There is an emphasis on training in the SWP through the Add-on Skills Training (AST) initiative. First-time workers may receive training in literacy, numeracy, first aid and computer skills, and returning workers may have their learning formally accredited towards a Certificate One or Two against Australian Training Framework competencies. The AST component is provided at no additional cost to the worker or the employer, and is delivered after working hours or at weekends.

2. NAURU'S EXPERIENCE OF SEASONAL PROGRAMS

Nauru has had limited experience with the seasonal worker programs. Although there has been significant migration into Nauru from surrounding countries related to phosphate mining, the first significant case of (government-managed) outward migration was the participation of fifty workers who were sent to New Zealand in 2005 as part of the pilot scheme which later became the RSE. Only 6 were invited back the next season by the employer (however the pilot was soon replaced by the RSE, which Nauru was not included in as a participating country).

Nauru was invited to join Australia's Seasonal Worker Program in 2012. Ten workers were sent that year to Australia after a part-time seasonal work coordinator was engaged to manage Nauru's participation in the SWP. Five workers were requested to return but their visas were not issued in time for the arrival of the workers and the deployment was subsequently cancelled. No further requests for Nauruan seasonal workers have been made since mid 2013.



PART 3: TRAINING MODULES

Here is a guide for how you can practically conduct your training. Remember that you can adapt it to fit the needs of your group.

MODULE 1: INTRODUCTION TO THE PRE-DEPARTURE PROGRAM

Session 1.1 What's this training all about?

Session 1.2 What to expect as a seasonal worker

Session 1.3 How to be a good seasonal worker

Session 1.4 Goal setting

Session 1.5 Participating in Training

SESSION 1.1 WHAT'S THIS TRAINING ALL ABOUT?

This is an introductory session to get participants comfortable with the trainer(s) and each other, to outline the basic structure of the training and to get feedback from participants on the proposed program so that changes can be made to the training programme to ensure that participants' expectations of the training can be met as much as possible.

Topic 1. Introduction of programme and participants

The first session is crucial for setting a tone that is conducive for learning and active participation during the training. It can start with an "ice-breaker" – a light-hearted exercise that relaxes participants and creates a welcoming and friendly atmosphere in which all participants feel comfortable and encouraged to participate.



Activity: Given the participants will probably already know each other, you may not need to have an 'introductory exercise', but it is still useful to remind participants of yourself, and any other trainer, and to begin with a exercise that gets people comfortable. This could be a game of musical chairs, or any other game you can think of.

Topic 2. Present training aims, content and methodology

After the participants are comfortable with each other and 'relaxed', introduce the training aims using a slide or flipchart.

Refer participants to the training programme and briefly go over its structure and contents. There is no need to read or explain the details of the training sessions at this stage.

Explain that the training programme is not fixed and can be adapted as needed. Explain that a participatory training methodology will be used throughout the training and outline

what this means (remember - participatory training methodology is about sharing knowledge and experience through “learning by doing” – not just through lectures).

Explain that the trainers need to know what participants would like to learn and what they can contribute. This will help to make sure that the training programme is suited to their needs, and identify resources in the group.



Activity: Give each participant pieces of paper in two different colours and a marker. Tell them that one colour, for example yellow, stands for suggestions or expectations and the other colour, for example blue, stands for questions they may have during the sessions. Allocate a board where participants can stick the papers with their suggestions and questions throughout the day. Collect during, or at the end of every day in order to (a) see if you should change the training to fit with participants’ expectations and (b) prepare a summary of answers to questions raised. Group similar questions together so that you can respond to them at the same time.

Topic 3. Housekeeping and etiquette

Explain some of the rules of effective training, such as:

- no mobile phones
- attendance at every session
- no interruption of others
- always accepting ideas and suggestions with an open mind, and no disparaging comments

Also explain to participants the details of the venue including where restrooms and fire exits are.



SESSION 1.2: WHAT TO EXPECT AS A SEASONAL WORKER

This is an introductory session to the topic of seasonal work so there is no specific content that must be covered, however you may want to outline some of the benefits and challenges of being a seasonal worker.



Activity: Brainstorm what workers may expect from their migration. What do they think will be the benefits and challenges? What will be their working conditions? What will be most challenging?

In your summary, you may wish to refer to the following:

On the **positive side:**

- You will get to earn an income
- Support family to pay for their basic needs
- Learn new skills: whether in agriculture or another industry
- Gain important life experiences
- Save for the future

However, you are likely to face some **challenges:**

- You will probably have to live according to a schedule you may not be used to – such as waking up very early in the morning, or going to bed quite late.
- The work that you do may be repetitious and tiring.
- You may have to work for long periods outdoors, or remain indoors for most of the day.
- You may also need to learn to do new things you haven't done before in your daily life – such as cooking for yourself, opening a bank account, remitting money, meeting lots of new people
- You may feel lonely or isolated without your friends and family around
- You may feel a high expectation from your family to make a lot of money.

SESSION 1.3 BEING A GOOD SEASONAL WORKER

This session sets the expectations on seasonal workers in terms of good behaviour. Once again, it can begin with an initial exercise to get participants thinking about the themes.



Topic 1: The characteristics of a good worker



Activity: Group brainstorm. Ask participants to try to imagine a really bad worker. What kinds of characteristics do they have? Then what about a good worker?

In your summary you may want to add that a good seasonal worker is one who is:

- Punctual
- enthusiastic
- polite to his or her employer, team leader and colleagues
- is responsible and reliable
- acts in an ethical way towards those around him or her
- is efficient and productive
- listens well, complies with all instructions
- communicates clearly
- saves money and remits to their family

Topic 2: Who benefits from being/having a good seasonal worker?

You may want to start with a summary of how a seasonal worker can benefit from being productive and efficient. Some of these benefits may include:

- getting more shifts (and therefore earning more money)
- getting a good reference that can be used to apply for jobs back in Nauru
- being invited to return for another season
- having a good reputation amongst other workers.

Introduce the idea that it is not only the worker themselves who benefits from good performance.



Activity: Divide participants into three groups – one represents the government of Nauru, another is the migrant's family and the third is the employer. Ask each group to jot down some reasons why a good worker will benefit them.

In your summary you may wish to refer to the following:

- The Government of Nauru benefits by maintaining a good reputation for its work force. The seasonal labour market is very competitive with many more people interested in being seasonal workers than jobs available. Workers compete not only with others from their own country but workers from other countries, for positions – as employers are generally able to get workers from other Pacific



Island countries. So, to improve the reputation of Nauruan workers, and increase the chance of your friends and other countrymen and women being selected, it is important that seasonal workers are well behaved.

- Employers benefit from the increased productivity that they get from a good worker. They might be able to make more profit and employ more workers.
- The migrants' family may benefit from remittances – including money to pay for the home, transport or (most importantly) education. However they can also benefit from the knowledge and work ethic that a seasonal worker returns home with.

Topic 3: Overcoming problems

Being a good seasonal worker is not just about good behaviour – it is also about the ability to solve problems quickly and effectively before they escalate. There are likely to be many types of problems that could arise during the placement. It may be impossible to anticipate them and prevent them, but having the right attitude and problem solving skills can be a good way to resolve issues.

Some problems may be able to be resolved within the team, but others (such as a breach of your rights by the employer) may need to be escalated to the Nauru seasonal work co-ordinator.

Some problems that may arise:

- You do not get on with your team: you do not like your team leader, you do not think that the other workers do as much work as you / give you the respect you deserve.
- You don't get along with other workers: Some of the other workers from different countries are not behaving well towards you
- You don't think you are being treated fairly by your employer: you are not being paid the correct amount; your accommodation cost is too high; you don't understand why there are so many deductions on your payslip.
- You have problems at home with your family.



Activity: Divide participants into small groups and ask each group to prepare a role play with a set scenario such as one of the ones above (either the same one, or a different scenario for each group). Give the groups 10 minutes to prepare and have them perform in front of the entire group. After each role play, ask the other groups to comment on what they liked about the response, and what could be done differently.



SESSION 1.4 GOAL SETTING

This session explains to workers the value of goal setting and gets each to identify 1-2 goals that they are working towards.

Topic 1: The value of goal setting

Start the session by explaining that setting goals is a very important mechanism for staying motivated during the placement. Waking up at 4am on a cold morning is hard to do, but when you are aiming towards a concrete goal, it can be easier to endure.



Activity: Case studies

Print a copy of the below case studies (available on your USB – Training Aide 5), or ones that you come up with yourself. Ask each group to think about: what goals each person in the story set, how those goals (or lack of goals) affected their future, and what kinds of goals other seasonal workers might have for their participation in the program.

Case study: Mike's magic gift

Mike's sister Trinny had always wanted to be a pastry chef. Ever since their aunt, who lives in Brisbane, came to visit and brought some pastries and cakes, Trinny wanted to make food like that herself. She thought that it would fit perfectly with her routine as she could bake before her kids got up. But without the money to open a shop, Trinny would have no way of starting up her business. Mike knew how badly Trinny wanted to open a pastry shop and when he found out about the Australian Seasonal Worker Program, he decided to apply and bring back some savings for her. Trinny couldn't participate herself as she had three very small children, but Mike knew that he could do the job. It wasn't easy – first going through the application process and fitness tests, then arriving in a strange new place in rural Queensland, getting up early, going to bed late, missing his friends and family... But every time he got a paycheck he rushed to Western Union with a smile on his face, thinking how happy Trinny would be when she received it. When he returned six months later, he couldn't believe his eyes – Trinny had opened a small bakery, handpainted a beautiful sign and already had plenty of customers. Mike was even able to help Trinny with their backyard garden so that she could grow fruit for her cakes.

Case study: Step by Step

Doreen knew she wanted to be a seasonal worker in order to save money for a scooter. She was tired of always asking her family for lifts to the shop and it was too hot to walk in the sun. Before setting off for Australia she asked around for how much it would cost to buy a second hand scooter. She did the calculations at home and discovered that if she saved \$50 from every weekly paycheck, she would make enough money for her purchase. Six months came and went and she was excited to be riding her second hand scooter around the island. But even more exciting was the feeling that she was independent – that if she

set her mind to something, she could pay for it. So when the employer asked her to return for the next season, she didn't hesitate to say yes. Now she had even bigger ambitions, she wanted to build a new house for her elderly parents.

Case study: Second time's the charm

Roger really wanted to be a good worker. And he did work hard in Australia, but in the evenings when he was tired, all he wanted was to go to the bar in the nearby town and have a few drinks. It wasn't until the first phone call from his family a few months after arrival that he realized that he hadn't sent a single transfer to his family – all of his money had been going to 'one or two drinks' at the pub every night. His family was disappointed when he returned home with just a few toys for his nieces, and no savings. So when he was asked to return for another season, he vowed that this time he would do better. He joked to his Nauruan colleagues that he could save more money than them. It became a little game – which one of them would save more each week. When Roger came home after his second season, he had not just money but ambition. He decided that he would enroll in a USP course to continue his studies.

Topic 2: Setting your own goals

Start the session by summarizing the importance of setting goals and working towards them – step by step. Get the participants to think about why working in Australia through the Seasonal Worker Program is important to them. This might be to support the education of family members, and pay for things like school fees; to build or renovate their house; to start a small business.



Activity: Get participants to write down one short term and one long term goal that they would like to achieve with the skills and money they get in Australia.

SESSION 1.5 TRAINING OPPORTUNITIES

This session explains to workers training opportunities which may be available in Australia or New Zealand.

For example, Add-on Skills Training is available for seasonal worker in Australia. This training uses registered training organisations for the delivery of basic accredited training to seasonal workers. The training is wholly funded by the Australia Government up to total of \$825 per seasonal worker per year.

First time workers can access training in:

- Information and communication technology
- Literacy and numeracy
- First aid



Returning seasonal workers may be able to access Recognition of Prior Learning in the sector they have been working in to achieve a Certificate II level qualifications – none done. There are currently 12 recognized training companies on the list but not all are accessible in remote areas where farms are located – best to check with your employer if there is something available.

About 200 workers have participated so far, by 2014, particularly in first aid and English literacy training.



Activity: Get participants to look back over their goal(s) and to think about what kind of training might assist them in reaching that goal. Compare responses.



MODULE 2: INCOME AND BUDGETING

SESSION 2.1: YOUR LETTER OF OFFER

SESSION 2.2: YOUR PAYSリップ

SESSION 2.3: BUDGETING

SESSION 2.4: REMITTANCES

SESSION 2.5: PLANNING FOR USE OF YOUR SAVINGS

SESSION 2.1: YOUR LETTER OF OFFER

This topic deals with letter of offer that participants will receive if they participate in the Australian Seasonal Worker Program. Details may be different for the NZ program.

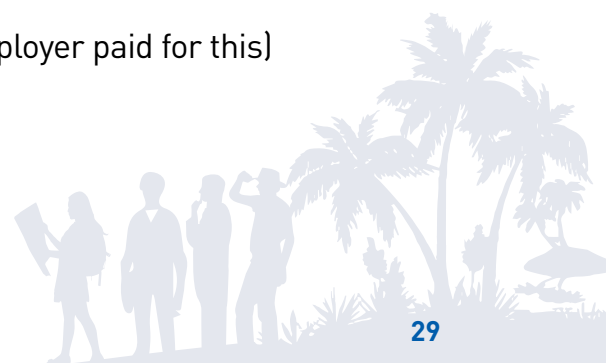
Topic 1: Letter of Offer

You may want to start the session by explaining what a letter of offer is.

A letter of offer is the contract between the Approved Employer and the worker. It contains a lot of important information such as:

Employment arrangements

- What type of work you will be undertaking.
- Where in Australia you will be working (e.g. Robinvale, Victoria).
- Host businesses you will be placed with (e.g., an orange grower).
- How long you will be working in Australia.
- When you will start working in Australia.
- When you will be due to return home.
- Whether you will be employed as full time or casual employee.
- Pay arrangements – the letter will detail your rate of pay, for example, whether this is an hourly rate or piece rate.
- Contact details for your employer.
- Transportation that your employer has organised to get you from your accommodation to work and back each day.
- Deductions that will be made from your pay (signing your letter of offer will mean that you agree to the deductions), such as:
 - airfare
 - health checks and visa application fee (if your employer paid for this)
 - transportation arrangements
 - accommodation costs



- health insurance
- start-up costs, such as a pay advance, bedding, food etc., until you start working.

Living arrangements and other details

- Details of your accommodation, and how much this will cost.
- Details of transportation arrangements, and how much this will cost.
- Details of your health insurance policy, and how much this will cost.
- Who will meet you at the airport when you arrive into Australia, and how you will get to the area in Australia you will be working.

Topic 2: Employer Obligations

The letter of offer will also explain the obligations of Employer, which include

- booking, and paying for your return international airfare up front, and deducting any amount over \$500 from your pay
- transporting you from the airport in Australia
- employing you in accordance with Australian workplace entitlements
- paying your wages
- organising health insurance for you
- issuing you with a letter of offer
- organising your on-arrival briefing
- providing pastoral care, and helping you adjust to life in Australia
- providing you with a phone number which you can contact them on at any time
- organising your transportation to and from work
- organising your accommodation
- helping you set up banking in Australia.



Activity: Organize a short quiz on the main messages of the presentation. Divide the participants into three or four small groups and ask them to think of a team name. Read out the questions and whichever team calls out their team name first is allowed to answer. Add one point for every correct answer and deduct a point for every wrong answer.

Quiz: Have you read your letter of offer??

1. True or false: Your Approved Employer must pay 50% of your flight to Australia
2. Whose responsibility is it to organize your health insurance for you?
3. On a map of Australia, show where [the main employer to whom the workers are going] is located (can draw a map on the board)
4. True or false: The first thing that you should do when you get to Australia is check the bus schedule and figure out how you will get to the farm
5. True or false: The employer is allowed to withhold your wages if they are not happy with your performance (eg. They think you are working too slowly)

6. True or false: It is your responsibility to pay for accommodation but your employer must help you to find something appropriate near your work.
7. True or false: Your employer is obliged to provide you with a mobile phone and pay at least \$20 of credit on it every month.

SESSION 2.2: YOUR PAYSリップ

Topic 1: What can you expect in a payslip?

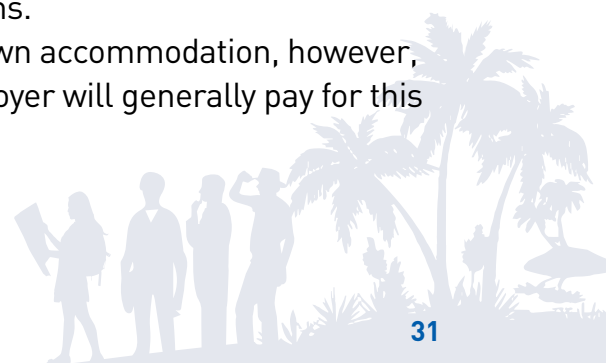
Explain that a payslip is an important piece of paper which shows you how much money you have earned, as well as the deductions identified in the previous section. Your payslip will have a 'gross' and 'net' amount. The gross amount shows your pay before deductions – this is not your take-home pay. The net amount shows your pay after deductions. The net pay is what will be transferred to your bank account.

Explain that a pay slip must show:

- the name of your employer and their Australian Business Number (ABN)
- your rate of pay and how much you were paid. If you are paid on an hourly rate, this will show your pay per hour. If you are paid on a piece rate, your payslip will show how many 'bins' or 'pieces' of work you completed (e.g. how many bins of oranges you picked, or how many trees you pruned), as well as the rate per bin. Your payslip should then have a total amount at the bottom
- any loadings you received
- when you were paid
- the details of any deductions and superannuation payments.

Explain that there will be certain deductions in the payslip, including the following:

- **Taxation:** Everyone who works in Australia and New Zealand must pay the Government a portion of their wage. For example in Australia, seasonal workers must pay 15 cents in tax for every dollar earned. Your employer will deduct tax on your behalf.
- **Airfare:** Provisions will be different depending on whether you are going to Australia or New Zealand. For **Australian** employers, your employer will pay for your airfare upfront, and will contribute \$500 towards the total cost. Your employer will deduct the remainder of the cost of your airfare from your pay over a number of months. For example, if your airfare costs \$1300, your employer will pay for the full \$1300 up front, then deduct everything over \$500 (\$800 in this case) from your wages over a number of months.
- **Accommodation:** You are required to pay for your own accommodation, however, your employer will organise this for you. Your employer will generally pay for this



upfront, and then deduct the cost from your pay. The cost must be reasonable (not too expensive) and the accommodation must be of a suitable standard.

- **Transportation:** Your employer will organise transport from your accommodation to your place of work each day (for example, a bus) but you are required to pay for this transport and generally it will be deducted from your pay.
- **Health insurance:** Health insurance is mandatory, and will help you to manage your costs if you are sick or have an injury while in Australia or New Zealand. Some things such as dentistry are not covered. Your employer will help you take out health insurance.
- **Other Living costs:** You will be required to pay for your food, and other living costs during your stay in Australia or New Zealand, such as utilities including electricity and water. Your employer may also organise for some of these costs to be deducted from your wages, but generally, you organise your own food.



Activity: Prepare a 'fake payslip' which has unnecessary deductions (Training Aide 7). Get participants to work in groups to identify what is wrong with each payslip. You can make this easy or challenging depending on the understanding of the workers. Provide a calculator to each group. Make sure you go through the answers carefully.

Topic 2: Australian Superannuation

Superannuation can sometimes be hard for seasonal workers to understand. Explain that superannuation is like compulsory savings and is paid on top of a person's wage. It is compulsory in Australia, and is usually 9% of the salary. The purpose of superannuation is to ensure that Australians have money they can access and live-off when they retire. Because seasonal workers are not Australian Citizens, they can claim superannuation when they return back to their home country and their visa expires, by filling out a 'Departing Australia Superannuation Form', and nominated how they want the money to be provided (deposited into a bank account or sent via cheque).



Activity: Go through the 'Departing Australia Superannuation Form' (accessible online) with the participants to make sure they know how to fill it out.



SESSION 2.3: BUDGETING

Topic 1: Needs and Wants

You may want to start this session by explaining why budgeting is so important:

1. It may be the first time the worker is learning to pay for expenses and manage their income
2. Income may be variable, particularly in horticulture and so budgeting is important to make sure that they are not in debt
3. Being able to save money for their own, and their family's future, is a very important goal of the seasonal worker program.

You may want to begin by explaining that there are many temptations when you earn a good income – particularly in Australia and New Zealand where many goods are available in the stores and lots of opportunities for entertainment are available.

Continue by articulating the difference between 'needs' and 'wants'.

Things such as utilities, transport and accommodation are generally **'needs' – basic expenses that you require**. There may also be other needs that you or your family have – such as paying back a loan.

There are many other things that you don't need for you or your family's survival, but which you think would make your life more enjoyable. These are **'wants'** – things you would like to have, but don't need for your daily life. 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. There are no perfect answers when it comes to prioritizing and choosing among expenses, But as a basic rule, you should try to prioritize spending money on your needs, and not on your wants.

Remember that 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.



Activity: Needs and Wants. Distribute a list or pictures of different goods and services such as: a bottle of wine, picture of a classroom, fancy car, etc. Get participants to work in groups to decide on which goods and services are needs and which are wants. Ask them to calculate how much money on 'little wants' might cost over time – for example a few beers a night at the pub will cost around \$4-6 each. How much will that amount to over 6 months?



Topic 2: Preparing a monthly budget

Explain that the best way to track your income and expenditures is by creating a monthly budget is a plan that lays out what you will do with your money. It should have three key components: Income (money coming in); Expenses (money going out) and savings (what is left over after you deduct expenses from income).

Keeping a record of your income and expenses is very important as it helps you know where your money goes and helps keep you on track to achieve your financial goals. The first thing that you need to ensure is that your income is always higher than your expenses. However, as well as this, you should aim to reduce your expenses (such as cutting down on the 'wants') and aim to save a set amount every month (the next section will give you some information on how you can use your savings).



Activity: Explain the monthly budget (Annex of Participant Handbook) and the importance of filling it out every month. Ask participants to do a 'practice' by filling out what they think they will pay each month, or by reading out a pre-prepared scenario and getting the participants to fill in the template from the information you give them.

Topic 3: Opening a bank account

One of the most important things to do on arrival is to open a bank account into which the employer will pay the salary.

Not only is a bank account a necessity, it is also a great way to:

- keep track of your spending (by looking at your bank statements)
- safely storing money
- transferring money home.

Explain that participants will need to use a passport or some other form of identification, and an address to open an account. Each person is provided with their own 'pin number' which must be kept confidential. Explain that money can be withdrawn from ATMs (can use all ATMs but those not belonging to the same bank will have extra fees) or they can sometimes pay in stores with the card for goods.

SESSION 2.4: REMITTANCES

Explain that sending money to family or the community at home may be very expensive, sometimes you must pay a bank or money transfer organisation (like Western Union) over \$35 for every \$100 you send home. So it is important to do some research, ask around, and see what the cheapest options for transferring money are – they change all the time.

However it is also important to remember that you should remit only enough to enable you to continue to pay your expenses. This might require quite a bit of planning and forward

thinking. On farms, income may vary from week to week or month to month. Some weeks you might work many hours, and earn lots of money, but the following week, there may be no work due to bad weather and you mightn't earn much at all. Never assume your earnings in any one week will be the same in following weeks. It is your responsibility to manage your money.

It is also important to remember that family members may not know the best ways to spend remittances – it is important that they also know the difference between 'needs' and 'wants'!



Activity: Role play. Divide participants into groups and get them to act out a telephone conversation between a seasonal worker and his or her family. The seasonal worker has been remitting money every month and is asking his or her family whether they have received it and what they have been spending it on. If the money is not being used very wisely, the worker should explain this to their family and offer some tips.

SESSION 2.5: PLANNING FOR USE OF YOUR SAVINGS

Start by explaining to participants that a common use of savings is to start a business. There are different types of businesses – those that make or buy the goods that are sold; or supply services. Small businesses include:

- Agriculture, forestry or fishing: such as selling fruits and vegetables you grow
- Retailing: buying goods in bulk and selling to customers, such as at the market, through a corner store or a canteen
- Manufacturing: making things out of raw product, such as clothing, shoes, furniture and handicrafts.
- Service: performing a service such as hairdressing, cleaning, etc.



Activity: Case Study of a Successful Business

Read out or print out the following case study, and have a discussion on the participants' responses to the case study

Pualele Fui Pa'ia'aua first went to New Zealand in 2008. 'When I went in 2008 I earned about \$NZ10,000 and I thought about what I can use this money on.. I decided to buy a taxi that I can earn from when I return to my family'. But tragedy hit when a cyclone went through Samoa, dragging Pualele's car out to sea. 'I was so sad that I wasn't able to find money to care for my family'. However, despite the heavy damage to the car, he was still able to sell it and with the proceeds bought 50 bags of cement and other equipment to start a brick making business.

'I knew that after the tsunami many houses would be rebuilt.. although when I started I didn't know how to do the work (construction) I found one young man.. who started teaching me how to make bricks'. Not only was Pualele able to recover this start up costs and contribute to the reconstruction of his village, he now has a thriving business which employs 12 people. 'I now supply bricks to hardware [shops] as well as hotels and churches'.

Starting a business is not for everyone, but it can have lots of advantages. For example:

- **You're the one in control.** You are your own boss. People (customers, suppliers, government workers) will still tell you what to do all the time, but when you own your own business, you have choices and you get to make the decisions about how to operate day by day.
- **You get to use your skills and creativity.** When you own your own business you get to put your skills to work, be creative and shape your dreams to build something.
- **You might make more money.** Most successful small businesses provide their owners with a living, not a fortune. When you own your business, you can make more money than you could possibly make as an employee.
- **You have greater control over your life.** Owning your own business gives you flexibility. You can work from wherever you want, set your own hours or even sit next to your pet while you work.
- **You choose whom to work with.** When you work for someone else, you rarely get to choose whom you work with. When you own your own business, you get to make the decisions about who to hire.
- **You will be satisfied with yourself and enjoy the feelings of ownership.** You will have a sense of pride in building something of your own. Many entrepreneurs say the long hours they invest in growing their business doesn't feel like work because they are having fun!
- **You get to help people and give back to your community.** When you own a business, you can give back to the community in the form of the products and services you offer, by donating to charities or by creating jobs.
- **You earn recognition, prestige and profits for excellent work!**



MODULE 3: LIFE IN AUSTRALIA / NZ

SESSION 3.1: LIFE AND CULTURE

SESSION 3.2: LAWS: YOUR RIGHTS

SESSION 3.3: LAWS: YOUR RESPONSIBILITIES

SESSION 3.4: KEEPING IN TOUCH

SESSION 3.5: HEALTH, HYGIENE AND RECREATION

SESSION 3.1: LIFE AND CULTURE

Topic 1: Letter of Offer

Explain that even though Nauruans speak English, use Australian currency and have a long history with Australia, it can still be very hard to adjust to Australian or New Zealand life, particularly in a small rural community.

You may wish to touch on some important topics in Australian and New Zealand culture such as:

- **Gender Equality:** Men and women have equal rights in Australia and New Zealand. Explain that their supervisor at work may be either a man or a woman and must be treated with respect. Sexist behaviour, such as comments that may demean an individual due to their gender, is grounds for dismissal of employment and may also involve the police. Even behavior which is not intended to be offensive, such as wolf whistling at a female colleague, are not only considered rude but may result in disciplinary action.
- **Polite behavior:** Use the words 'Please' and 'Thank You' often. This is a polite and respectful way to communicate. When meeting someone new, shake hands firmly with confidence. Look the person in the eye, as this is seen as a sign of sincerity.
- **Never say 'yes' if you do not understand something.** Always ask an employer if you do not understand something either at work, such as a payslip, or how to complete a particular task at work, or outside of work, such as how to get to the doctors, how to use your bank card, or if you are having disagreements with someone that you need help resolving.
- **In conversation:** When meeting someone for the first time, it is not advisable to ask questions about age, marriage, children, how much the person earns, or how much something costs. Ask about work or how they like to spend their free time.





Activity: Ask two volunteers to act out a role play. One of the actors has to behave very badly (eg. Spitting, being impolite, etc). The other actor is a colleague and has to persuade his or her friend to change their behaviour.

After the role play, discuss what was good and what could be improved from the strategies used by the 'well behaved' friend.

SESSION 3.2: AUSTRALIAN/NEW ZEALAND LAWS – YOUR RIGHTS

Explain that under Australian and New Zealand laws, seasonal workers have both rights and obligations. Workers have the right to:

a) Get paid a minimum rate for your job (and for a minimum number of hours)

Explain that the wage will be set out in your Letter of Offer. It may be an hourly rate (eg. \$24 per hour) or it may be a piece rate (eg. \$2 for every bin of fruit that you collect). In either case, you will always be paid at least the minimum wage.

Under the Australian Seasonal Worker Program, you must be given a minimum average of at least 30 hours of work. **This does not mean 30 hours every week, some weeks you may work more, some weeks less than this.** Also, your employer cannot make you work more than 38 hours per week unless their request is "reasonable".

For example, in the horticulture industry, you may work 30 hours or more one week, and then none the following week due to bad weather, or a break in the season. You must not ever assume that you will be working 30 hours every week. Your employer will make sure you are provided with at least 30 hours on average over the course of employment, and may be able to offer more than this.

b) Take leave

If you are a full-time or part-time employee, you will be given some paid holidays (called 'annual leave') and paid time off when you are sick. The number of days that you get for annual and personal leave will depend on the duration of your contract.

In addition, you will be given at least a 30 minute unpaid meal break for every five hours of work.

c) A safe working environment

Your employer must make sure that:

- you are working in a safe and healthy workplace
- Any machinery or equipment is safe for you to use
- you are given gloves and boots and anything else you need to be safe at work
- the farm where you are working has toilets, hand-washing facilities, first-aid,

shelter and access to fresh drinking water.

d) Be treated fairly by your employer

Your employer cannot treat you unfairly or end your employment for certain reasons, including:

- because you are or you are not a union member;
- for an illegal reason such as your race, religion, pregnancy, marital status or because you are male or female;
- because you have asked your employer about your employment conditions;
- because you have made a complaint to the Fair Work Ombudsman or the Department of Immigration and Citizenship.

Unions in Australia and New Zealand are voluntary organisations set up to represent the rights of workers. Unions negotiate with employers and industry over wages, workplace rules, and entitlements like annual leave and sick pay. If you have difficulties at work, a union can help represent you, if you are a member. You will have the opportunity to join a union. If you chose to join, you will pay a fee either weekly or monthly to maintain your membership. Joining a union is voluntary.

Explain that the employer will either organise a representative of the relevant union to speak at the on-arrival briefing, or if this isn't possible, they'll provide you with information on unions, and tell you how to join if you wish



Activity: As a group, brainstorm some strategies for what can be done if an employer has breached one of its obligations. What are the steps that seasonal workers can take?

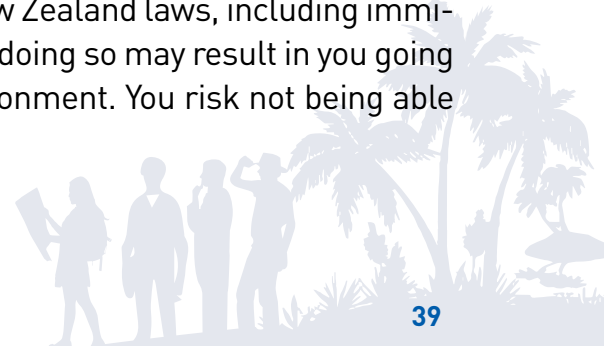
SESSION 3.3: RESPONSIBILITIES

Explain that in return, you also have important responsibilities and obligations – to your employer, to the Australia/ New Zealand Government and to the Nauruan Government.

You have the responsibility to:

a) Comply with your visa requirements and other laws

It is very important that you comply with all Australian/New Zealand laws, including immigration laws. Breaking the law is taken very seriously, and doing so may result in you going to court, and if you are found guilty, being fined or imprisonment. You risk not being able to return to Australia or New Zealand again.



Some of the laws you need to know:

Rules that apply to you

You must comply with the terms of your visa. This means:

- you must not work for any other employer;
- You must tell the Department of Immigration and Citizenship (Australia); Department of Immigration (NZ) if your situation changes, for example, if you leave your employer or you move to another location or do other work that is not approved by your employer;
- You cannot apply for another visa while in Australia or New Zealand

Rules that apply to everyone (just a selection)

- You must not smoke in workplaces, restaurants, cafes and public areas
- You must not litter including cigarette butts, which can also start bushfires.
- You must not drink in public places including most parks and on the street
- You can only drive if you have a licence (issued by Australia / New Zealand), you have not been drinking and you are not using a mobile phone. You must wear a seatbelt.

b) Comply with all reasonable instructions by your employer

Your employer (usually your supervisor) will give you instructions for how to complete your work and daily tasks. You must comply with what he or she tells you, rather than taking instructions from other workers (unless they are authorised) or doing what you think is best. Unless what you are being asked to do is unsafe or outside of your job description, pay careful attention to instructions, and make sure you understand and follow (or ask for more information/explanation).

SESSION 3.3: KEEPING IN TOUCH

Explain that participants may feel lonely during their time abroad, and so it is important to keep in touch with friends and family. This can be done in many ways:

- by international calling cards
- sending emails
- calling through skype

Explain that there will be Internet facilities in most towns in Australia and New Zealand, at the workplace office, or in libraries or community centres. 'Skype' is a particularly useful service which works by transmitting your voice over the Internet, meaning you don't pay for the phone call. Instead, you pay for internet usage per hour - usually a few dollars, however this is much better than paying up to four dollars for a minute! Many public computers will have Skype installed, and all you need to do is set up a free account

with a username (such as your first and last name), and have your family and friends back home do the same. They will just need a headset, which can be bought at any electronics store.



Activity: If there is an internet connection at the training venue, you can show the participants how to set up a Skype account or get one of the participants that already has an account to show the others how to make a phone call.

SESSION 3.4: HEALTH, HYGIENE AND RECREATION

Topic 1: Health & hygiene

You may want to start by explaining that seasonal work, particularly in the horticultural sector, is physically demanding so it's important for workers to keep healthy and strong.



Activity: Get participants to brainstorm some ways of staying healthy. Prompt participants to give suggestions about healthy eating, good hygiene, limiting alcohol consumption etc.

At the end of the discussion, summarize and add anything that has been missed:

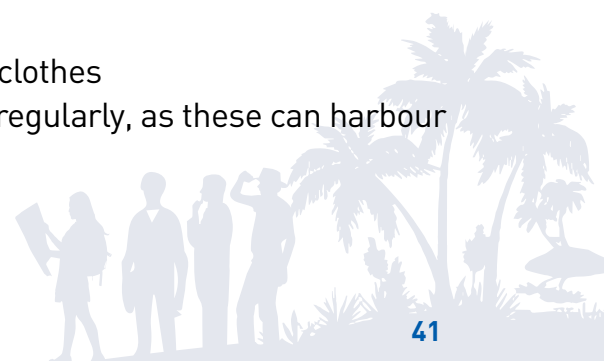
Healthy eating

- eat nutritious food, with lots of fresh fruit and vegetables, breads, whole grains and not so many sweets, chocolates or fizzy drinks
- walk instead of taking the bus if the distance is not too far
- exercise often, or play sport. Playing a team sport like rugby, soccer or netball can help you make new friends

Hygiene

It is important to keeping your accommodation tidy, and most of all, clean.

- remove your boots
- if any food or liquid is spilled on the ground, or on a bench top, clean it up immediately.
- keep paper towel and disinfectant solution handy, and wipe down any surfaces that come into contact with meat – raw or cooked
- wash your plates, crockery and cutlery after you use them, and dry them well before putting away
- ensure dirty laundry is kept off the floor
- always use washing powder / liquid when washing clothes
- you will need to wash your linen (sheets, blankets) regularly, as these can harbour bacteria and can cause sickness
- have a shower every day



- always wash your hands thoroughly after using the bathroom.

Topic 2: Recreation

Start by explaining that in regional and rural areas the pace of life can be slower than in the cities. And although there may be fewer nightlife and entertainment opportunities, there may still be lots of things to do.

These might include:

- playing sport: many seasonal workers play rugby or other sports on the weekends
- taking a weekend trip somewhere: often employers or the community might organize an outing
- using some of the many resources in the community such as the local library, the pool, the community hall, and other public facilities.
- Enrolling in a training course: often these are available free of charge through your employer, and there are many to select from including language courses, computer training and financial literacy.



MODULE 4: YOU'RE READY!

SESSION 4.1: LOGISTICS FOR COMING TO AUSTRALIA OR NEW ZEALAND

TOPIC 1: THE GOLDEN RULES OF PACKING

Topic 1: The golden rules of packing

Explain the importance of packing lightly and packing well.



Activity: As a group, brainstorm all the things that a seasonal worker should take with them to Australia/New Zealand.

At the end, summarize and add anything that has been missed:

- a. Important documents: passport, letter of offer, pre-departure handbook, plane tickets
- b. Clothing: Clothing for a range of weather conditions, packing warm clothes and sleep wear for cold regions, and hats and light clothing for hot regions. Also appropriate and sturdy footwear.
- c. List of contact numbers for home
- d. Money for initial expenses

Topic 2: Arriving in Australia/New Zealand

You may wish to remind the participants of the procedures for entering Australia/New Zealand. This overview (which you will find on page 7-8 of the Australian Handbook) could include information on filling out the Arrival Card, going through immigration and customs, etc.



Activity: Play the 'Coming to Australia' video and have a short discussion afterwards to deal with any questions from participants.



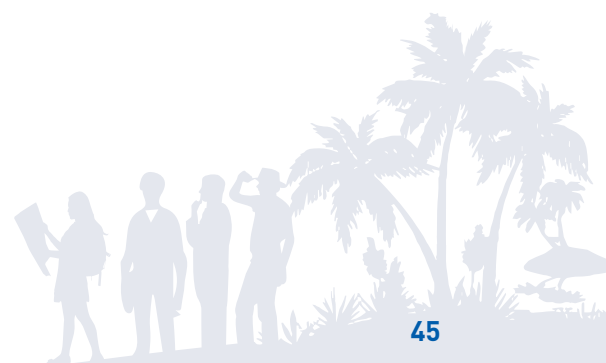
SESSION 4.2: SUMMARY AND KEY FACTS

This is the very final session and should be reserved for only the most key information. You may wish to focus on:

- **What to do in an emergency:** If you phone '000', you will be asked if you need ambulance, fire or police assistance.
 - You should say the name of the service you require: POLICE or AMBULANCE or FIRE. Remember: only phone '000' if there is an emergency.
 - Tell them your name, address and telephone number.
 - Tell them what is happening and where it is happening
 - If you are confused and don't know what to say, do not hang up. Stay on the line and the operator can work out where you are calling from and send help.
 - Your health insurance will cover you for ambulance costs.

GLOSSARY

Brainstorming:	A type of participatory exercise which involves listing new ideas, comments and opinions. All responses are written down with judgement and then grouped and discussed.
Case studies:	A type of participatory exercise which involves the presentation and analysis of a scenario and then a discussion
Debate:	A type of participatory exercise which involves participants presenting different viewpoints on a particular issue
Evaluation Form:	Form which you have to prepare and get participants to fill out at the end of the training to assess how the training went.
Facilitation skills:	Taking a step back from controlling the discussion to let the participants participate, while at the same time guiding the discussion to make sure that it is clear and on-point.
Participatory training:	A type of teaching style which involves “learning by doing” or “experiential learning.”
Pre- and Post Quiz	The same quiz which is done before and after the training to measure how much the participants have learnt in the training
Role plays	A type of participatory exercise which involves participants acting out an experiences as though it were real life.
Session Plan	A session guide is like a recipe: It tells you what training content and materials you need at every step of the training process and for how long.
Training Schedule	A training programme is a document which outlines your entire schedule from start to finish. It breaks down your teaching programs into chunks, or modules, assigns timeslots to each one, and factors in regular breaks.



Workshop Report

The Report that you complete after the project which summarizes how the training went, what you would change or improve next time. Where there are several trainers who took part, the workshop report should be a collaborative effort based on discussion. It should incorporate (A) A summary of the training; (B) Problems encountered; (C) Lessons learnt AND (D) Summary of participant evaluations





This guide has been developed as part of the
Project to Strengthen Labour Migration Management
in Papua New Guinea and Nauru in the context
of the Australian Seasonal Worker Program.



Promoting safe migration and protecting migrant workers.