

# Pre-Departure Orientation

for

Interstate Migrant  
Workers in India

## Training Manual

September 2022



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IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental organization, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

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Interstate Migrant Workers

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## **Training Manual**

September 2022

## Foreword

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Migration for work is a life-changing endeavour that has long and short-term effects on a worker's ability to explore livelihoods and personal development along with growth & sustenance of the family and community.

This Manual acknowledges that migrant workers, most of whom are in the unorganized sector, often experience a paucity of information, which exacerbates their vulnerabilities. IOM has developed this manual to be used by Trainers to orient migrant workers on the different stages of migration, i.e., pre-employment, pre-departure and upon arrival at the destination state. It is hoped that proper usage of this Manuals will assist migrants in taking an informed decision regarding the migration process.

This Manual pertains to migration mobility and management, in alignment with the 2030 Agenda on Sustainable Development Goals, Target 10.7 which provides for “orderly, safe and responsible migration and mobility of people”. This is supported by Objectives 3, 6, 7 and 22 of the Global Compact on Migration, regarding information provision; proper recruitment and decent work; vulnerability reduction and social protection of migrant workers, respectively.

**Sanjay Awasthi**

India Head of Office

International Organization for Migration

## Acknowledgement

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This manual was developed by John Bosk, an independent consultant, working with Tamil Nadu Alliance (TNA), a coalition of NGOs in Tamil Nadu. TNA is IOM's grassroots partner in the CREST Fashion Project and provided the case studies in this Manual from its 'Workers Toolkit'.

IOM India led with the conceptualization of the Manual and provided technical guidance and inputs. The IOM team comprised of Amit Chowdhury, National Project Officer and Ankita Surabhi, Project Assistant, CREST Fashion.

## Abbreviations

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ILO	International Labor Organization
IOM	International Organization for Migration
PDO	Pre-departure orientation
PDOT	Pre-departure orientation training
PEO	Pre-employment orientation
PAO	Post-arrival Orientation
UN	United Nations

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# Introduction

The vast Indian terrain resembles a patchwork of sporadic, regular, temporary, circular and other types of migration, as workers traverse and settle across the country, irrespective of, and overcoming distances and challenges.

The Constitution of India under Article 19(1)(e) guarantees every Indian citizen, the right to reside and settle in any part of the territory of India. In the Indian context, people's mobility serves multiple purposes; cultural, social and economic, which is partly responsible for the eclectic fusion of languages and cultures which ultimately influences the overall demographic make-up of any place. As per the 2011 Census, India had 45.6 crore migrants (38% of the population), whereas 99% of total migration was internal. The movement for work was higher among inter-state migrant workers. The annual economic survey conducted by the government estimated that in each year between 2011 and 2016, on an average, 90 lakh people travelled for work<sup>1</sup>. Statutorily, the Inter-State Migrant Workmen Act, 1979, protects the rights of migrant workers in India by prescribing responsibility for the state and intermediaries which play vital roles during the migration process. Despite the mandate for adherence to constitutional laws and policies, migrant workers face numerous challenges. Most migrant workers hardly have an opportunity to know the possible risks involved in migration, even to a known destination before departure. Due to lack of - information, access to government schemes and, access to legal rights and remedies, migrant workers can get lured, duped and/or trapped into cycles of exploitation

and slavery or slavery-like conditions. Such nefarious outcomes undermine the desired economic and social development of the family and society.

Resultantly, interstate migrant workers are one of the most vulnerable sections of society. Their daily lives are defined by multiple factors of age, gender, class, caste, religion, place of birth, nationality that intersect to impose unique challenges as they navigate their ways from state to state to pursue and fulfil different objectives. Of these, migration in search of better and more sustainable livelihood opportunities ranks the highest, colloquially known as labour migration. Migrant workers' mobility initiatives contribute significantly to the development of the country as an abundant and multi skilled workforce, capable of inserting themselves in many sectors, through a mixed approach of regular and irregular migration. Therefore, the vast Indian terrain resembles a patchwork of sporadic, regular, temporary, circular and other types of migration, as workers traverse and settle across the country, irrespective of, and overcoming distances and challenges. Being far away from native places often deprives them of access to social and economic support structures, community membership, family's support and care. Besides that, occurrence of bonded

<sup>1</sup> <https://prsindia.org/theprsblog/migration-in-india-and-the-impact-of-the-lockdown-on-migrants>



labour and forced labour practices aggravate existing vulnerabilities to expose them to short and long-term mental, physical, financial, psychological and emotional duress/distress, occurring in course of migration. As such, from a worker's perspective, the compounded effect of migration tempers with reality in such a way that their contribution to the economy can incur grave personal costs.

Understandably, any migration or movement, which is likely to change the course of one's life, is bound to challenges. But, in most cases, and also in case of migrant workers, most, if not all, issues can be resolved by empowering migrant workers, from a rights-based

perspective. This can enable them to navigate new and old migration-related challenges with confidence. This is the standpoint from which the NITI AAYOG's draft migrant workers' policy was put forth. It acknowledges migration as an integral part of development facilitated by government policies, by enhancing the agency and capability of migrant workers and removing aspects that come in the way of an individual's own natural ability to thrive.

This Manual has been developed in furtherance of that standpoint; to empower, enable and thereby protect migrant workers within the framework of safe migration.





# About the Manual

The Manual consists of 3 main modules addressing pre-employment, pre- departure and post arrival scenarios. The information pertaining to these scenarios is divided into 4 units.

The Manual consists of 3 main modules addressing pre-employment, pre- departure and post arrival scenarios. The information pertaining to these scenarios is divided into 4 units. The conceptualization of this Manual was done using the 'Regional Guide and Management System for Pre-Employment Orientation in Abu Dhabi Dialogue Countries'.<sup>2</sup>

This Manual is designed for new and prospective, domestic migrant workers who will be equipped with adequate information delivered through pre-departure orientation that will enable them to take informed decision before migrating for work. This module also aims to develop and build the capacity of migrant workers to address the issues that they may be facing in their workplace and living environment through collective action and through intervention of government authorities.

All the sessions contain activities and discussions to maximize engagement. One of the ways this Manual may cater to the needs of migrant workers, is by facilitating a space where they can share lived-in experiences, hopes, expectations, apprehensions, during the course of many sessions. For this purpose, numerous case studies,

question and answer sessions, artful engagement, audio-visual tools, and other contents have been included for encouraging discussions. It is hoped that this will help in developing a grounded understanding of Pre- Departure Orientation, and its importance in the lifecycle of migration. Among learning outcomes, it is expected that participants will gain the confidence to orient others transferring information and knowledge and expanding the sphere of protection and empowerment to more migrant workers.

Through the diverse range of activities, the Manual is hoped to initiate conversations and address dilemmas, in a safe and secure manner. The methodology adopted in this Manual is to stimulate learning opportunities and harness the positive outcomes that can be used to develop this Manual further, in its future iterations. While generating awareness on important topics like availability and accessibility of social security benefits/ entitlements, laws governing migration, civil and criminal liabilities, the primary objective is to prevent unsafe migration of prospective migrants in the future and carve a pathway for better migration governance, from the migrant workers' perspective.

<sup>2</sup> Regional Guide and Management System for Pre-Employment Orientation in Abu Dhabi Dialogue Countries | International Organization for Migration (iom.int)



## Unit I – Understanding migration - Types and trends in India

### Objectives:

1. To impart training to participants and share information on migration
2. To ensure that participants understand
  - a. What is pre-departure orientation
  - b. the importance of pre departure orientation
  - c. how to support themselves during migration
3. To assess how much the participants know about migration processes and help the trainer to guide the discussion during the training

### Session 1.1: Introducing trainers and participants

#### Outcome

- The participants and trainer will build rapport with each other.
- Relaxed environment conducive for learning will be created

#### Duration

10 - 15 minutes

#### Required Materials

Flip-chart or blackboard, markers/chalk

#### Note for Facilitator

Create a copy of the ground rules and bring it to every session to display

The facilitator, after introducing him/herself, asks the participants to introduce themselves to the group. They may share the following details: -

- Name
- Place of belonging or Native place
- Description of employment
- Duration of employment
- Positive experiences in the current employment settlement
- Suggestions for improvement/change in the working/living environment

Explain to the group that because they will be working together, the participants should agree on some ground rules.

**Ask the participants to formulate a list of rules that they will agree to follow.**

List them on a flip chart.

Check that everyone agrees with the suggested rules.

The Trainer can add (if not mentioned by the group) some points from the list below. For example:

- Confidentiality – “we don’t talk about private matters outside the training session”
- Mutual respect of the opinions and experiences of others.
- Everyone should listen to each other.
- Engagement in and active listening to speakers.
- To listen until someone has finished.
- Avoid interruptions during someone’s speech.
- Respect the allotted time limit.



## Session 1.2: The importance of pre- departure orientation (PDO)

<b>Outcome</b>	The participants will have knowledge on the migration and understand the importance of pre departure orientation and how to work together
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flip-chart or blackboard, markers/chalk, A4 size paper, color pens

### Activity: The story of migration

Provide each participant with a white sheet (A4 size) and color pencil/sketch.

**Ask them to close their eyes and think about the journey from their home(s)/village to the destination settlement. Guide them to reflect on -**

1. Their engagement at the time of migration
2. What made them decide to migrate?
3. How did they prepare?
4. People who helped them (Whoever helped in preparation and migration)
5. Ultimate deciding factor

**After 2 minutes ask them to draw the whole journey on the sheets of paper distributed to them.**

Give them 10 minutes to draw their journey. Subsequently, request for volunteers to share their drawings and stories. At least 2 to 3 participants must be able to share their journey. The facilitator shall use the participants' stories and inputs to initiate and invite them into a discussion.

**Ask the participants about when they first decided to migrate to a new place for work -**

1. How much did they know about the State they were traveling to for the work?
2. Did they have enough information about the work, company and settlements/accommodation?
3. How did they feel when they travelled alone/or with family to the new place?
4. Did they have any support structure, whether online or offline they could rely on for assistance, whether at the place of departure or destination?



Allow participants to share their experiences, till a sufficient, satisfactory number, depending on the total strength of the room, is reached. The facilitator shall take notes on above activity, on a flipchart/whiteboard, to be used later. Thereafter, **ask the participants to share**

- What were their expectations when they left their home?
- Were their expectations met?
- Were there any unexpected things that happened?
- If, and how was their life impacted?

**After participants finish sharing their experiences, the facilitator may ask them -**

- Would they have taken a different decision if they had known these prior to their departure?

The facilitator shall then explain to the participants, the importance of PDO, highlighting the following:-

*In India, information on the migration process is not easily available at the grass-roots level, and many prospective migrant workers are unaware of the migration procedure and the documents required prior to their departure. Because of this paucity, in large part, they are vulnerable to exploitation by unregistered/illegal recruitment agencies/agents and middlemen. Migrant workers at the destination are also vulnerable exploitation and mistreatment by employers since they are not informed of their rights, responsibilities and the terms of the contract.*

*Migrant workers may find it hard to adjust to the culture of a new state and integrating with the local customs, practices and regulations may be difficult for them due to lack of awareness and that may lead to discrimination by the locals.*

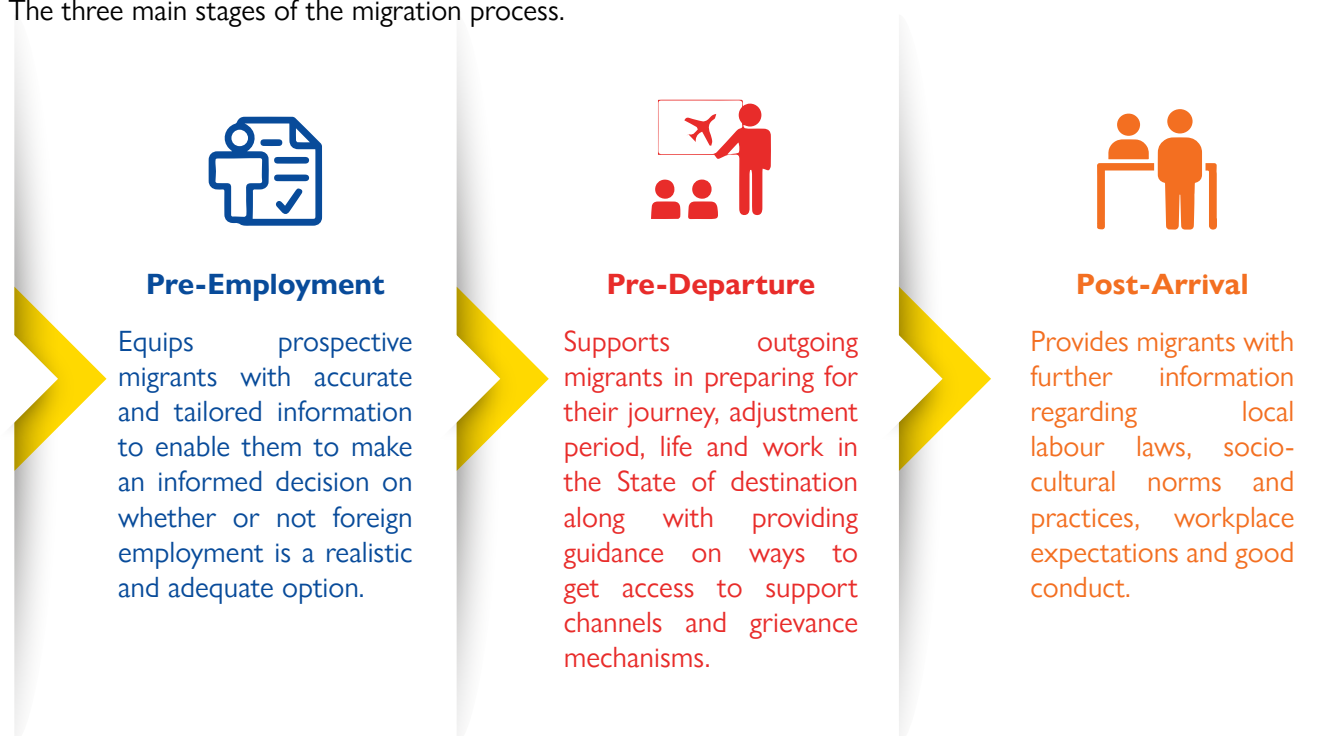
*It has been demonstrated time and again that providing PDO to prospective migrants considerably enhances the migration experience. PDO is one of the important steps to facilitate safe migration. It enables potential migrants to live and work in their destination state without any problems and helps them integrate with the local community.*

*Pre-departure orientation programs have emerged as an important tool for the protection of migrant workers. Pre departure information programs are premised on two ideas:*

- (1) that the protection of migrant begins at home, and
- (2) the information builds a foundation for migrant empowerment and protection.

*The PDO will equip migrant workers with a solid understanding in local labour laws, socio-cultural norms and practices while supporting informed decision-making. This will significantly contribute towards reducing barriers to integration in the workforce and in host societies of State of Destination.*

The three main stages of the migration process.



### Session 1.3: Session 3: Migration -Types and Trends

<b>Outcome</b>	To assess how much the participants know about migration process and help the trainer to guide the discussion during the training
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flipchart or blackboard, markers/chalk, Bowl, India Map with state, Markers Double side stickers
<b>Note for Facilitator</b>	Write the definitions of the key terminologies on a chart paper in advance to the session. Display the charts in the training hall after the session.

#### Activity: Migration types

The facilitator writes the different types of migration on paper chits [Internal migration, external migration, temporary migration, Temporary migration, permanent migration, circular migration, documented migration, un -documented migration, forced migration] and puts them in a bowl.

**Ask the participants to team up in pairs of two or three depending on the participants' size. Request one member from each team to pick a chit from the bowl.**

Each teams must then discuss the term written on their chit.

**NOTE:** The facilitator has to ensure that each pair gets a chit, therefore enough number of chits must be prepared beforehand. Some terms can be written twice.

Each team must be given 2 minutes of discussion time. After that, volunteers shall share the outcome of their discussion(s) with the room.

The facilitator may make notes on a flipchart and explain the following terms.

**Internal migration:** A movement of people from one area to another of the same country for the purpose of establishing a new residence. This migration may be temporary or permanent. Internal migrants move but remain within their country of origin (e.g. rural to urban migration). For example, someone who shifts from Tamil Nadu to Delhi is an internal migrant.

**International migration:** A movement of persons who leave their country of origin or habitual residence to establish themselves either permanently or temporarily in another country. An international frontier is crossed in this kind of migration.

**Temporary migration:** The act of going to another place or country to work for a while and then returning home. Skilled, semi-skilled or untrained workers who remain in the destination country/state for specified periods as determined by a work contract are temporary migrants; they are also called contract migrant workers. An example is a farmer who leaves his home in northern Karnataka to travel to Mumbai to work as a labourer during the dry season.

**Permanent migration:** The act of permanently shifting to another country or place to live and work. These are legally admitted immigrants who are accepted in the receiving country, and include persons who have emigrated to be with their families.

**Circular migration:** The fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved, if occurring voluntarily and linked to the labour needs of the countries of origin and destination.

**Documented migration:** A migrant who enters a country lawfully and remains in the country in accordance with his or her admission criteria is part of the movement of documented migration. For example, a construction worker who travels with proper legal documents to Dubai through an authorised recruitment agent and returns to India after his contract ends is a documented migrant.

**Undocumented migration:** Undocumented migrants are those who enter or stay in a country without appropriate documentation. This includes, among others, a person

- who has no legal documentation to enter a country but manages to enter clandestinely
- who enters or stays using fraudulent documentation
- who, after entering using legal documentation, stays beyond the time authorized or otherwise violates the terms of entry and remains without authorization. Examples:
- A man who legally enters a country on a tourist visa (you need a work visa to take up a job in another country) but starts working as a labourer on a construction site
- A migrant worker who was legally recruited and legally entered the country to work as a factory worker for only two years stays even after his visa expires

- A migrant worker who is supposed to be working with a certain employer according to his/her contract but is actually working for another employer
- A migrant worker who runs away from his/her employer because of abuse and finds a job with another employer without a contract or work visa

**Forced migration:** A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).

Simultaneous to the explanation for each term, the facilitator shall display the charts containing the definitions of these terminologies in the training room for public viewing.

### Activity: Migration trends

Draw or display a big India Map with States. Through volunteers ask the participants to draw the main source and destination states, to the best of their knowledge. This can include inter-state and intra-state migration routes. The exercise should be given enough time, to the participants' satisfaction.

#### For discussion – Ask the following questions.

1. Why do people migrate?
2. What kind of employment they get in the destination states?
3. How many people might have migrated to the state? (as per his/her knowledge)
  - a. Are they migrating as family?
  - b. Are women migrating alone?
  - c. Have they seen children migrating alone? Or is there child trafficking?
4. Have they noticed any change in the trend over the period/post pandemic (COVID 19)?

Facilitator should write the points discussed during the session on a flipchart, especially the reason, number of migrants, issues related to women, children, trafficking and change in the trend/impact of COVID etc. This will be helpful in summarizing the discussion properly.



### Additional Notes

- As per Census 2011, there are 455.78 million migrants in India. Women form a large majority of migrants (67.9 percent) and marriage is a prominent reason for their migration.
- India is home to nearly 92.95 million migrant children (Census 2011).
- Across India, every fifth migrant is a child (Census 2011).
- More girls constitute child migrants (50.6 percent) as compared to boys (Census 2011).
- Five out of 10 migrant girls constituting 6.39 million, in the age group 10-19 years, were reported to be married in Census 2011.<sup>3</sup>
- Nearly 60% of the urban male migrant and 59% of the urban female migrant have migrated from the rural areas.
- Out migrant constitute 36.2% of those employed in the construction industry, followed by agriculture (20.4%), manufacturing (15.9%) and trade and transport.
- Short duration/seasonal out-migrants are much more likely to be from socially deprived and poor groups
- Most seasonal/short duration out-migrants are young, with half of them in the 15-29 age group.
- 52% of the seasonal/short duration out migrants are either illiterate or have not completed primary education and 55.4% are casual workers.<sup>4</sup>

<sup>3</sup><https://in.one.un.org/page/decent-work-for-migrantworkers-in-india/>

<sup>4</sup><https://in.one.un.org/page/decent-work-for-migrantworkers-in-india/>





## Unit 2: Pre - Employment: Informed decision-making

### Objectives:

To equip prospective migrant worker and family members with accurate and tailored information to enable them to make an informed decision about the employment in the destination State.

### Session 2.1: Assessing employment opportunities

<b>Outcome</b>	The participants have reflected and are empowered to inspect their motivations when considering labor migration
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flip - chart or blackboard, markers/chalk,
<b>Note for Facilitator</b>	Facilitator may translate the case story in the languages participants can understand easily.

The Facilitator reads out the following case story to the participants.

*“There are several Hindi speaking families who have been working at the power loom for the past two years, some are from Bihar and some from Chhattisgarh. They were working as daily wage labour in the agriculture farms in their native village. An agent brought them to Tamil Nadu and employed them in a power loom. These migrant workers had to depend on the power loom owner for everything including their food supply. He also helps them when someone gets sick, adding the cost of medicines to what they owe him. He takes the interest off the cash that he pays them each week, so the pay is very low, and it’s hard to keep track of what they still owe him. They’ve been working 12-hour days nearly all this time, but still some of the families owe even more than when he gave them an advance to come to the power loom unit. If a family member wants to go out, they must leave someone from the family behind – and there is a guard on the gate. It feels as though they’re trapped”.*

### Following the story initiate a discussion with the following questions

- Have they had any such experience aforementioned or similar? (If some participants are willing to share their life experience, facilitator can give them opportunities to share to the larger group)
- What would have been the goal these migrant families?
- Do they think that the situation helps them achieving their goal?
- What do they think is the reason for such happenings? Why?

### Post-discussion - Ask the participants to reflect on the following questions.

- Why did they migrate?
- What did they achieve so far?
- Do they feel happy with the decision? Do they feel regret?

The facilitator shall set aside 2 minutes for participants to reflect on the above before asking them to write the answers on their notebook/paper. Thereafter, the facilitator shall ask for volunteers to share their thoughts with the group.

The facilitator must be prepared for different outcomes. For instance, some participants might comprehend migration as a positive and successful experience, while others might think of it as a wrong decision (on account of difficulties or negative experiences).

**NOTE:** Ensure that participants understand that the activity is geared towards reflection. It is not meant to judge one’s choice or judge migration as a whole, as there are no “right” or “wrong” answers.

*“The session is to learn from each other and support each other”*

**Ask the following questions -**

- What would have helped them make a different and/or informed decision before they migrated for work?
- How can they help other migrants assess their migration-for-employment?

Ensure that participants understand that the activity is geared towards reflection. It is not meant to judge one’s choice or judge migration as a whole, as there are no “right” or “wrong” answers.

**Session 2.2: Understanding Gains and losses of migration**

<b>Outcome</b>	Workers know the pros and cons of labor migration vis-à-vis their personal, familial and professional circumstances based on factors such as education, age, marital status, skills, and the like.
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flipchart or blackboard, markers/chalk
<b>Note for Facilitator</b>	The Activities must be completed only through focused discussion.

**Activity: Cost, risk and benefits of labour migration.**

Draw a table on the white/block board or on a chart paper with the two columns – **Gains and Losses**. Request for volunteers to write about what they gain and lose in migrating to other state(s) for work. Others may add more during the ensuing discussion.

In summarizing, the facilitator shall mark gains and losses identified as – economic, social, health-related, educational, well-being ones with different colours to start a small discussion on cost, risk and benefits of labour migration. *The following questions should be used to guide the discussion.*



**1. Economic costs:** includes the recruitment costs and migration costs.

- How much did the individual/family spend on migration?
- Did they face difficulties in meeting the economic costs?
- How did they manage to collect the amount?
- Did they (in the past) or will they be taking a loan?
- Are they depending on the advance received from the agent/owner?

**2. Social cost and benefits of migration:**

Emphasize that apart from economic costs, migration also affects the family, community and society at large.

The facilitator should explain how migration affects family members who are stay at home while some member(s) migrate, and ask the following: -

- How often would/could they meet their family - spouse, children, parents, siblings?

- How did family members manage and cope during emergencies? [The facilitator should make space for attendees to share their feelings/emotions regarding the experience]
- Did they think that their children would be missing them?
- How did they (migrant worker and family) cope with the separation and emergency?
- How does mass migration from a village affect the livelihood of the people living in the village?

**3. Health cost of migration:** The facilitator should:

- Explain the health risks and problems that migrant workers commonly face, how to avoid them and how to deal with them, when they occur.
- Emphasize upon the basic human need and fundamental right to optimum health through nutrition and care.
- Explain that health costs, within and outside of work, have direct financial costs and guide how they can minimize these costs.

**NOTE:** Facilitator should read and understand the reference note given below and communicate the same to the participants if those points were not shared by participants during the discussion.

**The economic cost of employment and recruitment**

*For migrant workers in rural areas, a sub-agent may also need to be paid, since recruitment agencies are typically located in urban centres, thus increasing the chance of getting into a debt trap.*

**Social Costs and Benefits of Migration**

**The elderly:**

- *On the positive side, migration brings in higher family income. This provides for financial security for the elderly and also more options for medical care.*
- *On the negative side, migration very often means that the elderly are left behind at home, and do not get personal care from their children. Loneliness is also said to be a major problem among the elderly.*
- *Also, older parents have health and well-being needs and may need care and support from their children.*





### Spouse:

- Migration very often leads to spouses being separated. Except few cases it is wives who are left behind by migrating husbands.
- Money sent by the husband who has migrated will increase the income of the family, women who successfully take on more responsibilities develop new skills, and their confidence grows. They become more independent and their social status goes up.
- Those who are not able to handle the extra pressure might get into trouble with the husband and the family and may even develop social and psychological problems.
- The major problems include loneliness, anxiety, added responsibilities and debt from loans, as well as situations where the amount of money the household gets from the migrant spouse is not enough

### Children:

- Children left behind by migrant parents more vulnerable to violence and abuse. Children lose the guidance of their parents and parental love and care.
- If the child is very young, the memory of the parents will fade quickly. A little older children may develop fear, anger and feelings of rejection when they are left behind. The children also suffer from other psychological problems like high-risk behaviour.
- Problems related to drugs and alcohol are greater in children with migrant fathers. Less attention to school and household tasks can also be an outcome of migrating parents. Behavioural problems can also crop up at school.
- Children left behind may also face health problems due to a lack of care from the extended family.

### Health Costs of Migration

Migrant workers are at risk of catching communicable diseases because of a lack of knowledge and access to health services. They may also face unsafe or unhealthy working and living conditions. Some migrant workers suffer from depression and mental health problems that lead to other health problems as well.

### Physical problems:

Some of the potential health problems a migrant might face are:

- Stomach problems and diarrhoea are very common since the migrant is not used to the food in the destination country. They can also be caused by food poisoning or drinking dirty/ contaminated water.
- Headaches because of long working hours, stress etc.
- Muscle pains because of hard labor
- Injuries because of unsafe working conditions
- Exposure to toxic materials or a dusty/smoky work environment, causing problems like lung diseases.

Psychological problems (This is discussed in detail during the session 3.2)



The Facilitator shall sum up the session with the following questions for the participants to reflect before deciding to migrate for labour.

- What costs are incurred in labour migration?
- What are the financial risks of migration?
- Do they have the means to bear these risks and costs?
- Typically, how much can a migrant worker possibly earn, save over a contractual period?
- Do they know, how does it compare with the cost and earnings from local options?

### Session 2.3: Available alternative opportunities

<b>Outcome</b>	Be aware of different livelihood options and schemes available locally
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flipchart or blackboard, markers/chalk
<b>Note for Facilitator</b>	Prepare the list of government schemes/programmes and policies which can be available for the welfare of migrant workers.

#### Discussion: Available alternative Opportunities

The facilitator shall explain that there are many different types of opportunities for adults and youth, that can be created and utilized to earn sufficient and regular income. The facilitator shall ask participants if they know of any local entrepreneurs, with a special focus on women,

who hail from similar socio-economic backgrounds. The facilitator shall request the participants to share their stories and experiences (if known) and narrate it to the group to motivate them.

There are several ways that individuals can get training for jobs, or else can getting access to funds to start earning their own income independently.

**NOTE:** The facilitator can compile a list of employment and livelihood schemes available for migrant workers. This compilation can be shared with participants during the session.

#### Reference list of available livelihood opportunities/schemes:

- **Pradhan Mantri Shram Yogi Maandhan (PM- SYM)** Ministry of Labour and Employment, Government of India: Poor labourers get a minimum assured pension of Rs 3,000 per month. Workers contribute to this pension monthly, and on the death of a recipient, their spouse receive 50% of the pension
- **National Social Assistance Programme**, Ministry of Rural Development: Consists of Old Age Pension Scheme , Widow Pension Scheme , Disability Pension Scheme , National Family Benefit Programme and the Annapurna Scheme
- **Pradhan Mantri Jan Dhan Yojana (PM –JDY)**, National Mission, Government of India: Provide access to financial services Banking/ Savings & Deposit Accounts, Remittance, Credit, Insurance, Pension.



- **‘Garib Kalyan Rozgar Abhiyaan:** To create employment opportunities for migrant workers according to his skill and to prepare for expansion and development of livelihoods over a longer term.
- **MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act 2005)** Ministry Of Rural Development: MGNREGS provides work under the employment guarantee scheme to local laborers (In exceptional cases, ISMW gets job cards either in home State or host State)
- **SVANidhi Scheme** launched to facilitate collateral free working capital loan upto Rs.10,000/- of one-year tenure, to approx 50 lakh street vendors to resume their businesses

The facilitator must also explain that the government (central and state) rolled out emergency schemes and measures to help and assist stranded workers and those dependent on daily wages.

**NOTE:** Because each state rolled out different programmes, each training session shall have a separate list of such schemes.

## Unit 3: Pre – Departure: Keeping safe in transit and managing psychosocial impact

### Objective:

- To equip prospective migrant worker and family members with information about safe recruitment and travel to the destination State
- To build the capacity of migrant workers to manage the psychological impact of migration

### Session 3.1: Safe and unsafe migration

#### Outcome

Be able to distinguish safe from unsafe migration and trafficking as well as grasp the importance of using registered and formal channels

Be equipped with information on relevant resources and services, such as registered recruitment agencies and government support systems

#### Duration

20 minutes

#### Required Materials

Flipchart or blackboard, markers/chalk

#### Note for Facilitator

Translate the case story to the local language so that participants can understand easily

### Activity: Understanding Recruitment and identifying red flags

Read out the following story to the participants:

*“Kajol was 18 years from Bero, Ranchi district. She had finished a two-month tailoring course at a skills training institute in Gumla, a town and district in Jharkhand. Her father asked her to drop out of Class 12 to work on their five-acre paddy and fodder farms. But she joined a two-month tailoring course at a skills training institute in Gumla, a town and district in Jharkhand. Since it was a free course, Simran’s parents reluctantly agreed to let her sign up and live in a hostel in Gumla for two months. At the end of it, they assumed they would be able to invest in a sewing machine so that Simran could run a tailoring business from home. The training centre was offering jobs in Tamil Nadu, real jobs that could pay Rs 15,000 per month. Believing it, on the pretext of visiting a friend in Gumla, she packed a small bag and took off on a three-day train journey to Tiruppur. But within weeks of her arrival, the Adivasi girl invariably received a rude shock. The work was physically strenuous, the hours were gruelling, the pay was always less than she were promised, and they received no reprieve when they fell sick. To make matters worse, they had to live cloistered in hostels that gave them no freedom of movement.”*



**Ask the participants if, and what they learnt from the story through the following questions.**

- How was she recruited?
- What made her take the decision of migrating alone? Was it safe?
- Did she analyze the risk of migration?
- Could she have analyzed the risk of migration?

Facilitator may write the answers on a chart paper and use them to explain how to identify recruiters and watch out for red flags often in the form of – Offers which are “too-good-to-be-true”, or False promises, to name a few.

### Ask and Explain

#### How are migrants recruited?

Interstate migrant workers, by and large, come to host States through: -<sup>5</sup>

- agents, contractors, recruitment agencies
  - social network and
  - friends.
1. **Recruitment agents** who operate in village and backward areas of sending States play as a catalyst in the migration of workers to these States. They use several promotional strategies such as
    - advance payment of money,
    - facilitation of migration process,
    - free travel to States,
    - free accommodation in host States, etc.
    - In many cases the money is paid to the family of the migrant much before they depart their homes. Their cost of travel and other incidental expenses are also being met by the agents.
  2. **The social network of interstate migrant workers** is an important factor which enhances further migration to host States. Various studies indicate that social network of migrants induce further migration from other States. While migration appears as voluntary, an elaborate social network of migrants, mainly friends and relatives, facilitate and promote the migration process. India has been witnessing a trend of high mobility of people from one State to another for better livelihood, especially from economically weaker States to developed States. In the process, social network of interstate migrant workers is a key factor.
  3. **Many of the migrant laborers are helped by their friends and relatives** in finding jobs in host States. Information about the work and the demand for laborers are obtained from the friends and relatives from the same region, who often act as a network in many cases. When employers tell a migrant worker about the requirement for a certain number of workers, the latter arranges the required number from those who have migrated from his birthplace. Friends and relatives are instrumental in channelizing a large number of laborers from distant parts of India to host States.

<sup>5</sup> Approved\_Health and social security ISMW\_KDS-NHRC.pdf





**To remember** - Almost anyone can be a recruiter. Even though it might seem they want to help, they might not be telling the truth about working conditions and payment. In many cases, especially those involving the migration of children, recruiters are known to the parents and might, either inadvertently or purposefully expose them to unsafe working conditions.

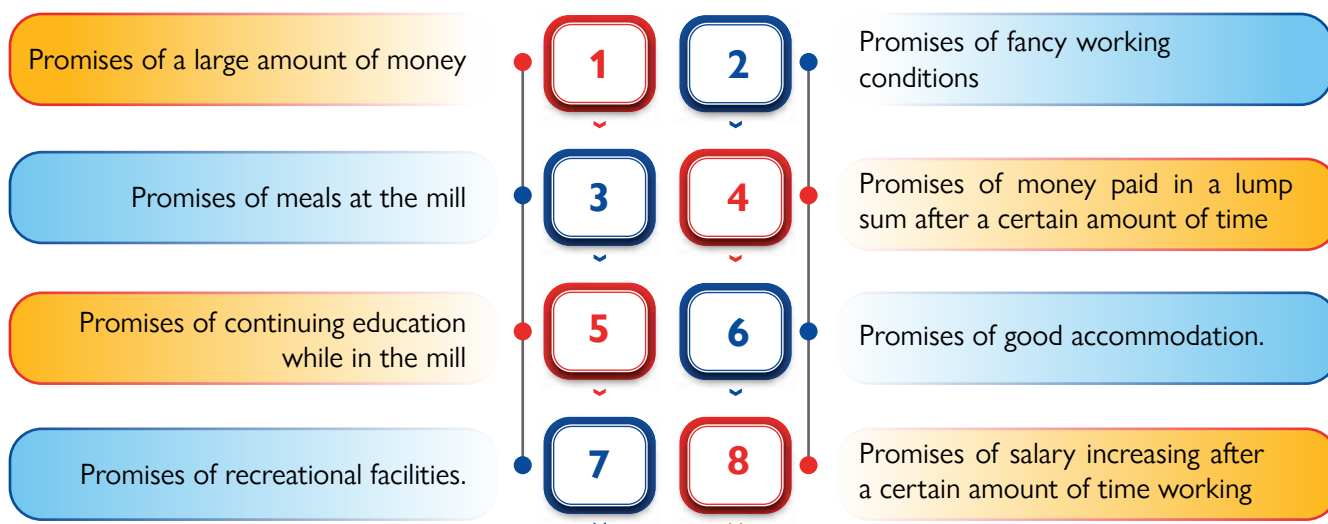
**What was promised to them when they were recruited?**

List the answers on a flipchart.

**Ask them what they actually received at the workplace/after reaching destination state/place?**

The facilitator can now list these on the same flip chart for a comparative analysis to initiate a discussion on the red flags of recruitment.

**Red Flags in Recruitment:**



**Tell the participants that it is always helpful to have clear information about the recruiters and the company.**

**How much did they know or do they know about the recruiter?**

List the points shared by participants, on the above question, and proceed to explain the following:

**Key things to do before departure.**

1. Know Your Recruiter (KYR)
2. Know Your company (KYC)

### How to - Know your Recruiter

Facilitator may add more points in addition to those shared by participants and introduce them to the **Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979**. The following questions may be asked.

1. Is the recruiter a registered contactor as per the Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979?
2. Does the recruiter have valid registration and operating license?
3. Have they known him/her recruiting anyone from your village earlier or through their known sources?
4. Can they get the contact details of people the recruiter had recruited earlier, and talk to them?
5. Does the recruiter have documents as proof of vacancy and employment from potential and old employers?
6. Does the document contain the details of about employment, terms and conditions of work, wages, skillset(s) required, number of vacancies, nature of work, social security, overtime, leaves and holidays, etc.?
7. Can the vacancy notification or advertisement be accessed separately? [online or through direct communication with the employer's factory/workplace]

**NOTE:** Even if the recruiters are known persons like friends, relatives, or through social networks or an ex- worker, who may have bona fide intentions, a potential worker must know about the work opportunity since it may have different requirements, that might not be known to others. As such they must make all efforts to get the most accurate details of the work, preferably directly from the employer.

### How to - Know your Company

#### Ask the participants

- What and how much do they know about the company they will be employed in?
- How did they come to know about the company?
- Have they received any employment contract? If so, what was information provided in the contract?

The answers and experiences shall be noted on charts/block/white board. Alongside the discussion on the aforementioned questions, the facilitator shall explain the following: -

#### Employment contract

Employment contracts vary from company to company. Only now, many factories have begun issuing standard contracts to workers under the evolving legal regime. It is important to keep in mind the following while examining the employment contract:

1. Employee details (name, address, passport number etc.)
2. Employer details (name, address, etc.)
3. Whether the employer will provide free transport to and from work every day
3. Paid leave (annual vacation and medical leave) for workers



4. Whether free food will be provided by the employer (If not, what is the food allowance to be given to the worker)
5. Whether free accommodation will be provided by the employer (If not, what is the accommodation allowance to be given)
6. Regular working hours and salary to be paid
7. Salary cycle
8. Extra wages/salary to be paid in case the employee works extra hours or overtime
9. Medical and health facilities provided by the employer (chargeable and free-of-cost)
10. Weekly offs and periodic holidays
11. Life insurance to be provided by employer
12. The mode of settlement of disputes.
13. Period of employment
14. Conditions under which the employer can terminate the contract and probation period
15. Mode of payment of salary (cash, bank transfer)
16. Other terms and conditions that are applicable in the destination state

### Safe travel

Facilitator shall inquire about participants' preferred mode of travel to the destination state(s)

In most cases, for long-distance/interstate travel, trains are a safe and reliable option. This can be confirmed also by the fact that India's well-connected train system became a lifeline for returning migrants

during the lockdowns.<sup>6</sup> The facilitator must share how workers can get help in case they face troubles during train journeys, contacting: -

- The Railway Protection Force on duty
- TTE (Traveling Ticket Examiner) on duty
- CHILDLINE services (1098) in case of emergency help regarding children

**Share What You Know:** If you see or hear a Red Flag in your village, or around you, don't stay silent! Start by telling others in your social network.

<sup>6</sup> SHRAMIK SPECIAL TRAINS | Legacy IAS Academy



### Session 3.2: Managing the Psychosocial Impact of Migration

<b>Outcome</b>	The participants are sensitized towards the emotional and psychosocial challenges migrants and family members may face due to separation and have the capacity to recognize signs of migration-induced stress and anxiety amongst migrants and their families.  Understand the importance of working together with family members, to support one another by managing psychosocial challenges caused by migration
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flipchart or blackboard, markers/chalk,
<b>Note for Facilitator</b>	Help participants understand the psychosocial impact of migration and equip them with tools to manage them together with the family members, kith, kin, friends and others.

Labor migration can have potentially harmful emotional and psychosocial impact on migrants and their immediate families — children can face challenges; long-distance relationships can become strained and gender norms can become more stringent for spouses.

not get adequate and timely attention. This session raises awareness of these issues and elaborates on how migrant workers and their family members can jointly maintain emotional and psychosocial well-being of all involved.

These impacts are amplified when the head of the household decides to migrate. However, unlike physical ailments, this type of stress is intangible and hence, does

#### Ask the participants

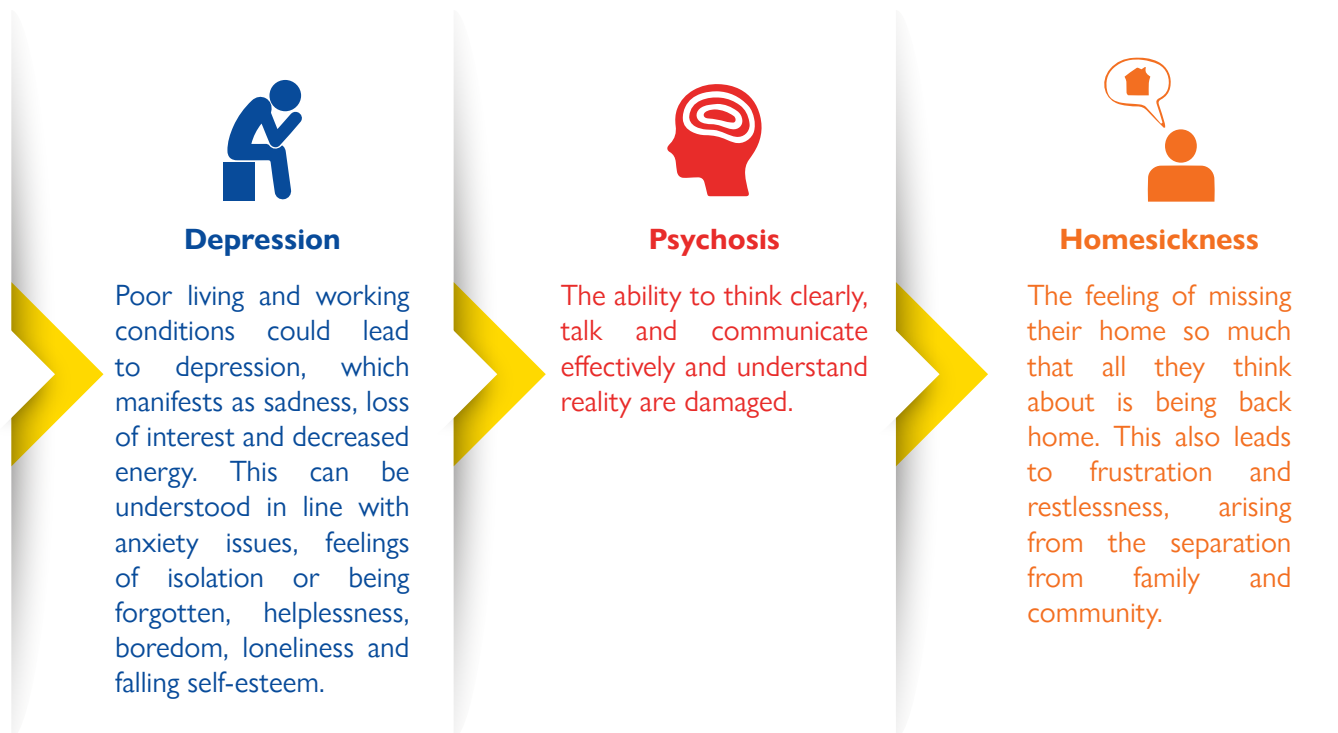
- Have there been times when they got stressed about something?

Once participants have shared their experiences, the facilitator can explain the following.

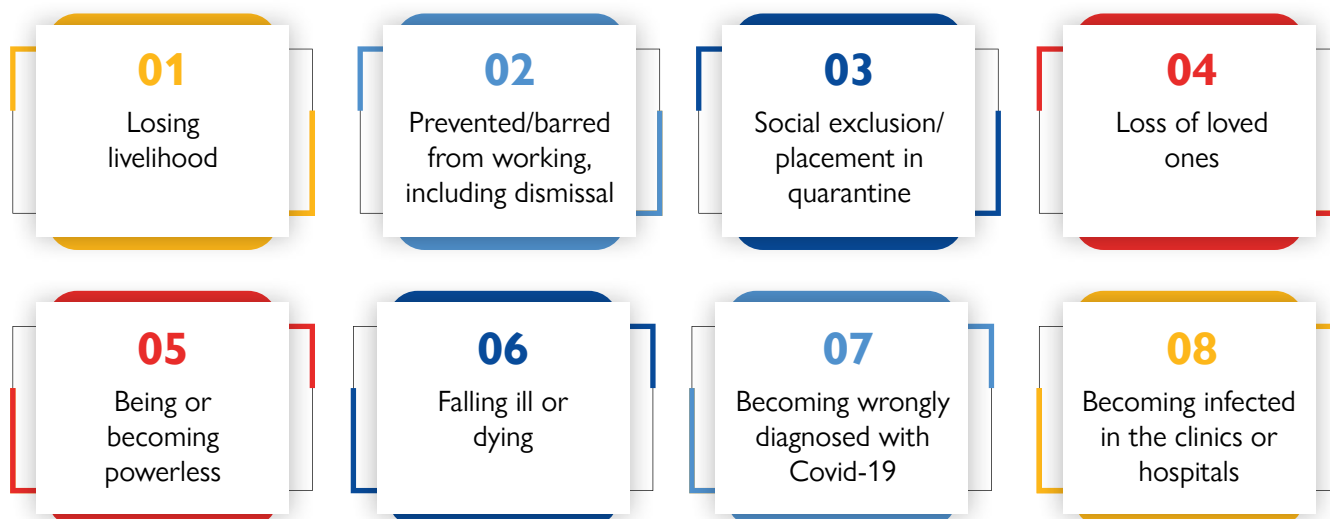
*“A psychosocial stressor is an imagined or existing social threat that changes people’s lives forever. Bouncing back from there can take a very long time. These are very taxing and can make a person feel lonely, isolated, and unwanted. The stress induced by the psychosocial stressors often feels like irreparable damage.”<sup>7</sup>*

<sup>7</sup>What are psychosocial stressors: Examples, Risks, How to Manage (unitedwecare.com)

Example of psychosocial problems migrants may be facing could include:



The Covid-19 pandemic revealed that migrant workers have had to navigate through added challenges that impacts their lives and well-being which include fears like<sup>8</sup> -



<sup>8</sup> BNI Guidelines for Volunteers on Psychosocial Well-Being of Migrants in Sheltersai (mhi.org.in)

Migrant workers also under undergo the harrowing experience of worrying for children and elderly family members left behind. Females in migrant workers' families are disproportionately impacted as the bulk of the house- and care-work falls on them. This was aggravated during the pandemic, which sheds light on the gender dimension of migration. On account of school closures, at the peak of lockdowns, children were also affected mentally and emotionally, often without appropriate care and support.

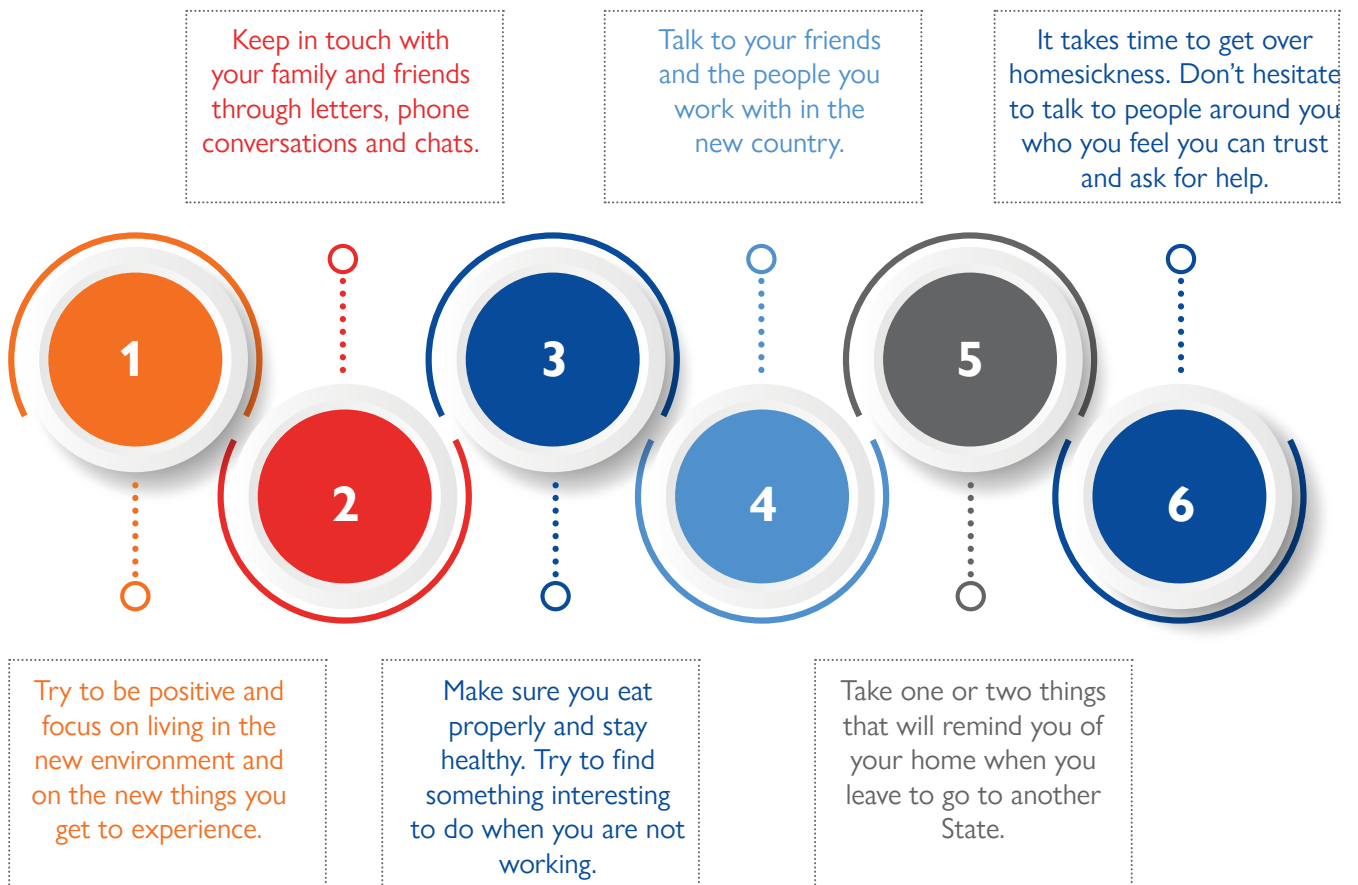
**The Trainer must explain that** - Any new place comes with its unique features and hence challenges. However, most of them can be easily overcome with some preparation and useful information. It is very common, not only for migrants, but anyone to miss the comfort and safety of their homes, families and communities. Children and women also experience this, uniquely, like at the start of school or the customary migration to the in-laws' place after marriage. In all these cases, one might find themselves missing home, facing difficulty adapting and adjusting, language barriers, etc.

Migrant workers can also face discrimination, on several grounds. This can put them under pressure and affect their mental health. For example

- Local workers or residents may discriminate against migrants on the basis of language and region. Employers may also favor local workers and may treat migrants poorly and pay them less.
- Women migrants face discrimination on grounds of gender.
- Employers and local workers/residents may discriminate against migrants based on their job profiles. Many migrant workers fall into the low-skilled or semi-skilled category and are often accorded a low social status based on the work they do.

Homesickness and the psychological impacts created by the discrimination may lead to stress and trauma in the long run if not addressed at the initial stage.

Some ways to work through homesickness:



The facilitator must explain that – A stress symptom is a reaction to an anxious or sad event or circumstances. It can affect a person physically, emotionally, mentally, spiritually and in their behaviour. Generally, stress affects people differently, but it hurts one's ability to function. This can include **irregular sleep, persistent insomnia, nightmares, extreme sadness, trouble**

**with eating, fatigue, isolation, detachment, numbness, poor focus and concentration.** In more extreme cases, one can resort to poor coping mechanisms to reduce the emotional weight, such as abuse of alcohol and substances, engagement in illegal or dubious activities, suicidal tendencies, to name a few.

**The facilitator may ask the participants to share some of their own experiences with coping mechanisms.**

### Some simple self-care techniques.

- Healthy amounts of sleep
- Exercise
- Laughter and Tears
- Regular communication (video and audio) with friends/family/children
- Good and healthy meals
- Walks or engagement in physical activities like sports and games
- Practice of religious and/or spiritual beliefs (through prayer and meditation)
- Express yourself through music, dance or art
- Participation in community activities or state festivals

**NOTE:** *If one starts to feel stressed, they might also need, professional counselling and support. For this, there are several NGOs or organizations (including worker associations) helping workers access company or government mental health facilities which are attached with the district government hospitals. These also include Rehabilitation and/or de-addiction centres.*

**Suggest participants to use these tips and encourage the participants to continue whatever coping strategy is effective for them. This discussion allows participants to focus on what works for them and to share that knowledge with others.**



## Unit 4: Post arrival: Living and working in the new environment

### Objective:

- To equip migrant worker with information about their rights as workers and redressal mechanism at their workspace.
- To educate and equip migrant workers with information about their living environment and relevant resources and services

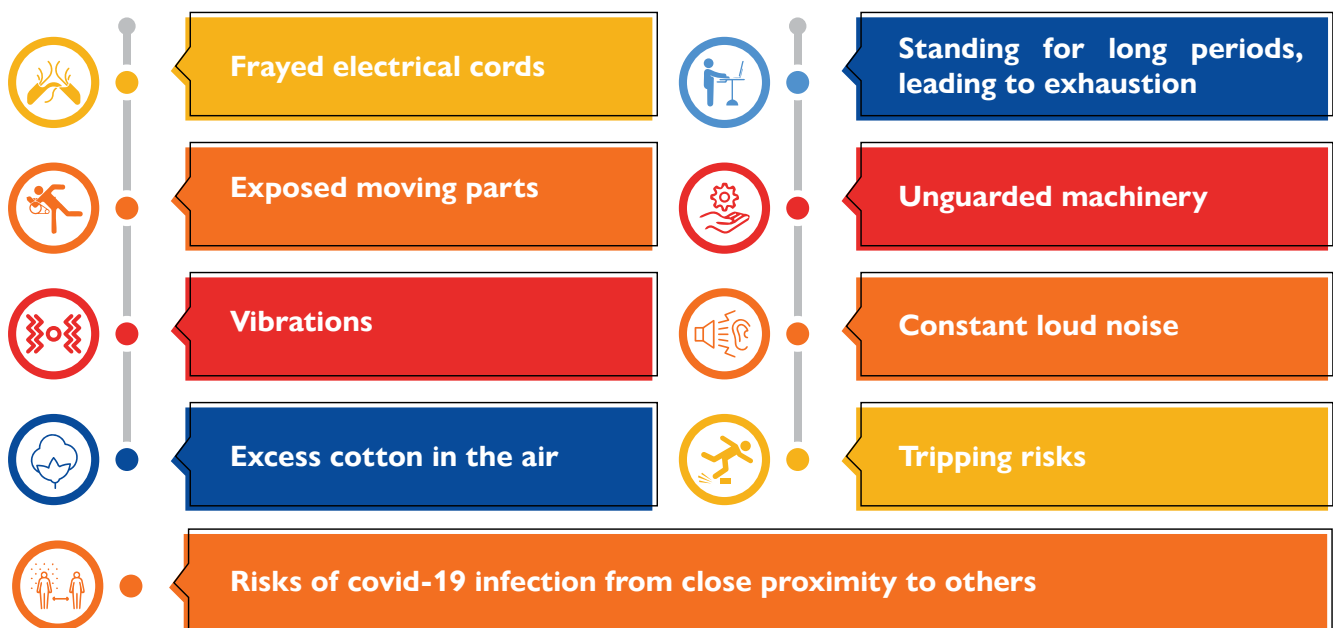
### Session 4.1: The right to protective working environment

<b>Outcome</b>	Have a better understanding of the working environment and be equipped with information on relevant resources and services, such as government support systems, etc.
<b>Duration</b>	20 minutes
<b>Required Materials</b>	Flip - chart or blackboard, markers/chalk
<b>Note for Facilitator</b>	To help workers weigh the challenges and risks of working in any factory so they can protect themselves.

**Ask the participants - What are the main physical hazards they see at work?**

**Write the answers on a flipchart.**

Some hazards that may be found at work:





What are the biggest impacts on their health that can happen because of working in the mill (or in our other kind of workplace)?



**Ask the participants about some of the ways that would help them protect themselves.**

**Write the answers on the chart/white board.**

Some ways for self-protection at the workplace

- Be Aware of Your Surroundings.
- Keep Correct Posture to Protect Your Back.
- Take Regular Breaks, if possible.
- Use Tools and Machines Properly.
- Follow the rules and ensure the safety rules are followed.
- Ask/clarify when one has doubts.
- Inform supervisors immediately when there is problem.

- Wear masks to protect your respiratory system.
- Wear ear protection when around loud machinery

As the workers have the responsibilities, the employers also have certain obligation to ensure the health and safety of the workers their mill/company.

**The facilitator shall ask the participants the following questions: -**

1. What exactly should the employer be providing to the workers?

Write down the responses from the participants and explain the following in detail.

Following the **Indian Factories Act, 1948**, and newly codified **Occupational Safety, Health and Working Conditions Code, 2020**, every employer must ensure the health and safety of all workers working in his or her mill.

This means that the employer and the supervisors must provide active protection to all workers against every health and safety hazard facing them. The employers should provide

- Dust and Noise filters,
- Soap dispensers and hand sanitizers,
- Eye wash stations,

- Drinking water dispensers,
- Masks,
- Gloves,
- Ear Plugs,
- Hand wash taps and areas,
- Toilets in sufficient numbers and with gender separation,
- Provide sanitary napkins and proper disposal bins
- Fire Escapes and Fire Alarms
- Thermal screening (as a covid precaution)

2. What can they do if these items are not available where we work?
3. What are the support systems available at the workplace that would help the workers?

**Facilitator can explain that the workplace should have the following committees to help the workers to report, discuss and taken action to solve the issues. These are all parts of the**

**mandatory grievance redressal mechanism that every workplace must have.**

- Health and Safety Committee
- Canteen Committee
- Works Committee
- Grievance Redressal Committee



**Ask the participants** if their workplace has these committees and whether they are functional? If any of the participants is aware of these committees and also a member of any of these committees, then the facilitator can request them to share details, functioning and experiences regarding the same.

### Facilitator can explain the following to the participants

#### As per Section 14 of Occupational Safety Health and Working Conditions Code 2020

**Safety Committee:** In every industrial establishment, a Safety Committee shall be set up. Most factories include health discussions in this committee and so it is commonly called the Health and Safety Committee. The Committee shall promote cooperation between workers and management in maintaining proper health and safety at work and to periodically review the measures taken.

**Canteen Committee:** In any industrial establishment where more than 100 workers are employed, a canteen shall be provided and maintained by the management for use of the workers. The Canteen Committee to be constituted with representation of workers for managing the canteen and discussing issues like food quality, menu, cleanliness etc.

#### As per Industrial Relations Code 2020

**Works Committee:** In any industrial establishment with 100 or more employees, a Works Committee shall be established. The committee shall be set up to promote measures for securing and preserving amity and good relations between employer and workmen. The committee will discuss issues like welfare of workers, issues related to wages, working hours, Provident Fund and Employee State Insurance (ESI), bonus and gratuity, leave policies (paid leave, compensatory off, maternity leave etc.), crèche, recreational facilities, promotions and increments, disciplinary measures and transfers.

**Grievance Redressal Committee:** In every industrial establishment employing 20 or more workmen there shall be one or more Grievance Redressal committees. The committees should be set up for resolution of disputes arising out of individual grievances. The committee should complete its proceedings within thirty days on receipt of written application by or on behalf of the aggrieved party.

**Internal Complaints Committee:** As per Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal Act 2013) every employer of a workplace shall, by an order in writing, constitute a Committee to be known as the "Internal Complaints Committee" to help workers who have faced any sexual harassment at the workplace. where to go for help:

- You can call the Women Helpline 1091.
- You can call ChildLine 1098. (Childline should help young people even if they're not still a young child)
- You can complain at the police station. For females, try to find out if there is an all women police station in your area or a woman police officer at the police station, responsible for assisting women who are reporting complaints, in case you feel more comfortable talking to a female police officer. If you don't feel comfortable going alone you could talk to the NGO and they might be able to arrange someone to accompany you.



**Workers’ rights under various provisions.**

**- Working hours:**

Under the Occupational Safety and Health Code 2020, Section 25(1) & 26(1), workers have legal protections against excessive working hours, as follows:

- 25. (1) No worker shall be required or allowed to work, in any establishment or class of establishment for more than— (a) eight hours in a day; and (b) the period of work in each day under clause (a) shall be so fixed, as not to exceed such hours, with such intervals and spread overs, as may be notified by the appropriate Government.
- 26. (1) No worker shall be allowed to work in an establishment for more than six days in any one week.

Workers must also be paid overtime rates after 8 hours of work, and may not be forced to work overtime:

- 27. There shall be paid wages at the rate of twice the rate of wages in respect of overtime work, where a worker works in an establishment or class of establishment for more than such hours of work in any day or in any week as may be prescribed by the appropriate Government and the period of

overtime work shall be calculated on a daily basis or weekly basis, whichever is more favourable to such worker:

Provided that a worker shall be required to work overtime by the employer subject to the consent of such worker for such work:

Provided further that the appropriate Government may prescribe the total number of hours of overtime.

The Occupational Safety and Health Code says that the working hours of an adolescent worker (aged 15 – 17) shall be regulated according to the provisions of the Child and Adolescent Labour (Prohibition and Regulation) Act, 1986, as amended. This Act says:

- The period of work of an adolescent shall not be spread over more than six hours, including the time spent in waiting for work on any day.
- No adolescent shall be permitted or required to work between 7pm and 8am.

No adolescent shall be required or permitted to work overtime.

**Annual Leaves with Pay is Guaranteed by Law**

**Occupational Safety Health and Working Conditions Code 2020, and Social Security Code 2020**

*Every worker who has worked for a period of 180 days or more in a mill during a calendar year, must be allowed leaves with wages during the subsequent year, for the number of days calculated as follows:*

- *If an adult worker (18+ years of age), one day for every twenty days of work during the previous year*
- *If a young worker (between 15 and 18 years of age), one day for every fifteen days of work*
- *Women who have worked not less than 80 days in the past 12 months at the establishment are entitled to 26 weeks of paid maternity leave. After the woman has already had two children, this is reduced to 12 week of paid maternity leave for any subsequent children.*



## Employees’ State Insurance (ESI) enrolment is legally mandatory and beneficial for social security.

### The Social Security Code, 2020

Employees’ State Insurance (ESI) is a government run health and accident insurance scheme for industrial workers and is the most cost-effective and beneficial health and accident insurance cover available in the country. Under the ESI benefits scheme, the workers are required to contribute only 0.75% of their monthly earnings to the ESI Corporation, while the employers are legally required to contribute 3.25% of the same from their side. The ESI participation is mandatory by law and the ESI dispensaries and hospitals provide free medical care to all enrolled workers, which include highly expensive treatments, surgeries, maternity and neo-natal care.

Once enrolled, ESI Corporation issues a smart identity card with ESI Membership number to each and every worker, which can be used at all ESI hospitals and dispensaries throughout India, to obtain free medical care and benefits.

## Session 4.2: Knowing your new home in the destination State

### Outcome

To be equipped with information on relevant resources and services, such as government support systems, etc.

### Duration

20 minutes

### Required Materials

Flipchart or blackboard, markers/chalk

### Note for Facilitator

Translate the case story in the local language that the participants can understand easily.

The facilitator can share the following case story to initiate a discussion.

“Migrant workers from a settlement area were afraid and anxious every time they had to go to the local market and shops. Local people used abusive language and were never friendly to them, especially because they needed to buy different types of food, especially wheat (rather than rice), as well as onion and potato. But the migrant workers had difficulty connecting with anyone to give them help because of the language problem. During the covid lockdown, the migrant workers felt completely abandoned. They were afraid they might literally starve. It was a traumatic and desperate time that has caused long-term emotional difficulties”.<sup>9</sup>

<sup>9</sup> Migrant Workers: Between A Rock And A Hard Place - Forbes India <<https://www.forbesindia.com/article/real-issue/migrant-workers-between-a-rock-and-a-hard-place/61595/1>>



**Ask the participants**

1. What were the issues that migrant workers in the case story were facing?
2. What were the reasons for them facing such issues?
3. If you want them to overcome these challenges, what are your recommendations?
4. Are there activities they could do in the village or settlement to share each other's cultures and food?

**List down the suggestions from the participants on a flipchart and emphasise that-**

- o Learning the local language/or trying to know the meaning of a few key words in the local language would help them communicate with the local community/residents.
- o In order to adjust in the new environment, the workers must participate/organize activities they could do in the village or settlement to share each other's cultures and food.

**Where to get help:**

Facilitator shall inquire about the issues that migrant workers might be facing in their settlements/local area where they are living and list them on a flipchart. This can include:

- a) Need for food rations
- b) Toilets and water supplies
- c) Excessive working hours and very low pay
- d) Children's need for access to education that meets their needs
- e) Children's need for aanganwadi and early child health care.
- f) Registration as migrant workers
- g) Housing conditions
- h) Access to health care
- i) Exclusion, discrimination, and isolation against migrant workers
- j) False criminal cases brought against migrant workers.

**The facilitator can lead a discussion about the possible ways and means that would help them to address the issues.**

Some of the suggestions listed below could be used to help migrants-

- **Access to subsidized food rations:** "One Nation and One Ration card" is a central Government policy that should mean that a PDS card holder can obtain access to rations wherever they are in India. In the Occupational Safety Health and Working Conditions Code 2020, it says that migrants can use the Public Distribution System either in their home area or in the state where they are working.
- **Water and sanitation:** As per the Panchayats Act 1994, the Panchayat in which the migrant workers are living must ensure there are water sources for the purposes of bathing and washing. They can approach the local body

*members to for the supply of water and proper sanitation facilities*

- **Children's need for education:** The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) requires that all children aged 6 – 14 years must have access to education. The national scheme to promote children's education, SSA, should provide school uniforms, school bags and study material free to migrant worker children. For higher studies and professional courses, there is a central government scheme for scholarships that should be provided for children of scheduled castes and scheduled tribes. Approach the government school that is closest to the settlement, to talk about enrolment and reintegration of school dropout children. Discuss the problems with the Panchayat and



School Management Committee and try to find solutions together

- **Children’s need for anganwadi and Early Child Health care:** *The National Early Childhood Care and Education Policy 2013 says that all children below 6 years of age should have access to care, health, nutrition, play and early learning within a protective and enabling environment. This policy should mean that migrant children gain access to Aanganwadi services. Under the Social Security Code 2020: Every establishment having fifty employees, or such number of employees as may be prescribed by the Central Government, are employed shall have the facility of creche within such distance as may be prescribed by the Central Government, either separately or along with common facilities. Provided employer shall allow four visits a day to the creche by the woman which shall also include the interval for rest allowed to her*
- **Registration as migrant workers:** *The Ministry of Labour in Tamil Nadu is setting up a migrant worker registration portal. Migrant workers will be able to register themselves on this, showing their location and contact details, using their Aadhar card. Employers will also be able to register workers who are their employees*
- **Housing conditions and high rent: Under the Rent Control Act 1948, there must be:**
  - **A written agreement,** signed and dated, between the landlord and tenant about the terms and conditions of renting the property. It must be stamped and registered.
  - **Right Against Unfair Eviction:** The landlord cannot evict the tenant without sufficient reason or cause. The rules of eviction are slightly different from state to state. In some states for the landlord to evict a tenant, he/she must approach the court and obtain a court order. In some states, the tenant cannot be evicted if he/she is willing to accept any changes to the rent.
- **Fair Rent:** The landlord when letting out a house cannot charge extraordinary amounts in rent. The valuation of a property for rent is to be dependent on the value of the property. If the tenant feels that the amount of rent that is being asked is too much compared to the value of the property, he/she may approach the court. Usually, the annual rent is to be between 8% and 10% of the value of the property.
- **Essential Services:** It is the basic right of the tenant to enjoy essential services such as water supply, electricity etc. A landlord doesn’t have the right to withdraw these services even if the tenant has failed to pay rent.
- **Access to health care:** *Migrant workers have the right to treatment at public hospitals. The local ANM<sup>10</sup> or Village health worker can identify health needs and help the individuals to access available services.*
  - The Ayushman Bharat Scheme provides free hospital and secondary health care for people who are registered. It provides Rs. 5 lakh per family per year for medical treatment in empaneled hospitals, both public and private, and it is a portable scheme that can be used anywhere in the country.
  - Likewise, if workers are enrolled by the business in the Employees State Insurance (ESI) scheme, then they can access free care at clinics and hospitals registered with the ESI.
  - There are mobile medical support units under the Occupational, Social, and Environmental Health wing of the Directorate of Medical and Rural Health Services that can provide health camps in different areas, but because they don’t have information about the settlements and their location, they are not reaching the migrant workers.

<sup>10</sup> Auxiliary Nursing Midwifery



- **Exclusion, discrimination and isolation from the local community and lack of unity from local workers:** *At the workplace, under law, the conditions of work must be the same for local and migrant workers. Migrant workers should have the same legal protections as local workers. Workplaces must enforce non-discrimination policies. If migrant workers face*

*discrimination because they are dalit or from scheduled tribes, then they may be able to bring a legal case under the Scheduled Caste and Scheduled Tribes Atrocities Act.*

- **False criminal cases are brought against migrant workers:** *District Legal Services Authority (DLSA) is required to provide legal assistance to individuals unable to afford a lawyer.*





# Annexure

Sample Training Schedule (one day)

Time		Content	Methodology
<b>Unit I – Understanding migration- Types and trends in India</b>			
10.00 – 10.45	15 min	Session 1: <b>Introducing trainers and participants</b>	Interactive Discussion /Group Game
	15 min	Session 2: <b>The importance of pre- departure orientation</b>	Interactive Discussion
	20 min	Session 3: <b>Migration -Types and Trends</b>	Group discussion
10.50 – 11.00	10 min	Tea break	
<b>Unit 2: Pre - Employment: Taking informed decision</b>			
11.00 – 12.00	20 min	Session 2.1: <b>Assessing employment</b>	Interactive discussion /case story
	20 min	Session 2.2: <b>Understanding Gains and losses of migration</b>	Activity
	20 min	Session 2.3: <b>Available alternative opportunities</b>	Interactive discussion
<b>Unit 3: Pre – Departure: Keeping safe in transit and managing psychosocial impact</b>			
12.00- 01.00	30 min	Session 3.1: <b>Safe and unsafe migration</b>	Interactive discussion/Participants sharing
	30 min	Session 3.2: <b>Managing the Psychosocial Impact of Migration</b>	Interactive discussion
01.00 – 02.00		Lunch Break	
02.00 – 02.20		Show your emotions (10 mins)	Game



Time		Content	Methodology
<b>Unit 4: Post arrival: Living and working in the new environment</b>			
02.20- 04.00	40 min	Session 4.1: <b>The right to protective working environment</b>	Interactive discussion/Case stories/ participants sharing
	60 min	Session 4.2: <b>Knowing your new home in the host State</b>	Interactive discussion/Case stories/ participants sharing
4.15 – 4.30	15 min	Feedback and wrap up	Participants sharing







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